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ABSTRACT

This report is the result of an evaluation of the Elementary Secondary Education Act Title I programs operated in the Maui District Schools, at the request of the State of Hawaii Department of Education. The evaluation was based on examinations of written documents, i.e., component project proposals, the analysis of achievement test results and other pertinent data, interviews with appropriate school personnel, interviews with parents of the participating students, and direct observations of classroom activities related to the component projects being evaluated. Twelve schools involving 12 projects and 17 professional and paraprofessional instructors were involved in the Title I programs of Maui District. Approximately 311 educationally deprived pupils were served by these educators. The Title I program consisted of nine classroom-based remedial projects and three preschool projects. Completely adequate, reliable, and valid data were lacking for sufficient statistical analysis. Subjective opinion was frequently offered in lieu of accurate and objective data. It was suggested that more standardization and organization of testing and data collection procedures be developed within and between the schools. While all projects appeared to be beneficial for the pupil's education, more effective programs should be developed in future years.
(Author/JM)

ED105003

1972-73 EVALUATION OF PROJECT COMPONENTS

ELEMENTARY & SECONDARY EDUCATION ACT

TITLE I - MAUI DISTRICT

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Principals and Instructors
Participating Schools, Maui District
(refer to Appendix A)

Compensatory Education Section
DEPARTMENT OF EDUCATION
STATE OF HAWAII
Superintendent - Shiro Amioka

MAUI DISTRICT
Acting District Superintendent - Darrell Oishi
Curriculum Specialist - Masami Fukuoka

Evaluation Report Prepared by:

SOCIAL WELFARE DEVELOPMENT & RESEARCH CENTER
School of Social Work
University of Hawaii

Jack T. Nagoshi - Director
Robert T. Omura - Ass't. Director & Program Consultant
Dr. Clifford R. O'Donnell - Researcher
Carol K. Morishige - Evaluation Specialist

UD014992

PREFACE

This report is the result of an evaluation of the Elementary and Secondary Education Act (ESEA) Title I programs operated in the Maui District schools, at the request of the State of Hawaii Department of Education (DOE).

The evaluation was based on examinations of written documents, i.e., component project proposals, made available through the Maui District Office, the analyses of achievement test results and other pertinent data, interviews with appropriate school personnel, interviews with parents of the participating students, and direct observations of classroom activities related to the component projects being evaluated.

We were most impressed with the dedication, motivation and sincerity of all Title I personnel located in the twelve ESEA Title I schools within the Maui District (including Lanai and Molokai). A genuine empathy for the less fortunate pupils permeated the classrooms of all participating schools.

We believe strongly that implementation of the recommendations contained in this report will "enhance program effectiveness and efficiency."

Jack T. Nagoshi, Director
Social Welfare Development
and Research Center
University of Hawaii, Manoa Campus

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ABSTRACT

1972-73 Evaluation of Project Components
Elementary & Secondary Education Act - Title I (P.L. 89-10)

Maui District

The Social Welfare Development and Research Center provided evaluation and consultation services to the ESEA Title I personnel of Maui District during the 1972-73 academic year. Consultation with teachers and principals and observation of classroom activities were periodically conducted throughout the tri-island school district by the SWDRC team. This effort was not extended for evaluation per se, but that through careful evaluation more effective programs may be developed. This long-range development of programs was the aim and focus beneath the evaluative services provided.

Twelve schools involving 12 projects and 17 professional and para-professional instructors were involved in the Title I programs of Maui District. Approximately 311 educationally deprived pupils were served by these educators. The Title I program consisted of nine classroom-based remedial projects and three preschool projects.

Completely adequate, reliable and valid data were lacking for sufficient statistical analysis. With subjective opinion frequently offered in lieu of accurate and objective data, some of the objectives were unable to be empirically satisfied. It was suggested that more standardization and organization of testing and data collection procedures be developed within and between the schools. While all projects appeared to be beneficial for the pupils' education, more effective programs should be developed in future years.

COMPENSATORY EDUCATION IN MAUI DISTRICT THROUGH THE ELEMENTARY & SECONDARY EDUCATION ACT (ESEA) - TITLE I (P.L. 89-10)

INTRODUCTION

American society has set a standard which demands that youth, from six to 18 years of age, must participate in the institution known as "school". The cultural and economic need for "schooling" children is a decision which society deemed essential to maintain the American way of life. For a youngster to effectively interact within this complex way of life, he must first perform successfully in school.[1]

Our public school systems have developed through time with the expressed purpose of serving those specific needs of children which cannot be adequately met by other institutions. Broadly speaking, public education is most responsible for supplementing the family in the preparation of each new generation for responsible, satisfying, and productive adulthood. This general mandate of education, has, however, recently changed in two significant ways. First, the schools have been given an increasing share of the total task of preparing children and youth for adulthood. The nation-wide belief of in loco parentis ("in the place of parents") continues to rapidly increase throughout the field of public education. Secondly, school personnel have been charged with the responsibility of also preparing students for the quick changing social and economic order which has been taking place within American society. These dual challenges to the education of children, with their natural burden upon instructional procedures, have

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[1] Cohen, Harold L., "Motivationally Oriented Design for an Ecology of Learning," Institute for Behavioral Research, Inc., Silver Spring, Maryland, 1967.

increased the influence which schooling holds upon the community's children.[2]

It is assumed that all children must be given those skills, attitudes, and values that will enable them to perform adult activities and meet adult obligations. Public education must ensure the maximum development of general knowledge, intellectual competence, psychological stability, social skills, and social awareness so that each new generation will be enlightened, individually strong, and socially and civically responsible.

It is an accepted fact that many children do not make normal academic progress. It is also known that the vast majority of pupils who fail to meet the demands expected of them in conventional educational settings are children who exhibit personal and social problems that deter school success: poor health, inadequate language competence, lack of social experiences, disinterest and discontinuity with the culture and values represented by the school.[3]

The ESEA Title I programs are supported by federal financial assistance to local public education agencies in areas with a high concentration of children from low income families. These programs are designed to meet the needs of educationally deprived children. Generally, schools have attempted to meet these needs by supplementing their conventional school programs with additional staff. They have

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[2] Schafer, Walter E. & Polk, Kenneth, "Delinquency and the Schools", President's Commission on Law Enforcement and Administration of Justice, Task Force on Juvenile Delinquency & Youth Crime, Washington, D.C.. 1967.

[3] Compendium of Compensatory Activities, School year 1971-72, December, 1971, DOE, State of Hawaii. Published by the Office of Library Services, p. 1.

also sought to provide preschools, special remedial classes and other related activities which work specifically with these disadvantaged children.

The assumption is commonly made that students receiving supplemental education services will 1) continue to receive the same basic educational services available to all children of the school, but also 2) receive sufficient educational assistance to remediate and correct their academic and social learning deficits so they may equally share in the educational successes to which they are entitled. This means that pupils participating in ESEA Title I programs must be afforded the opportunity to "catch-up" as well as maintain their overall basic educational achievements.

Rich or poor, typical or atypical, the American family is unquestionably the most significant institution for social learning. The academic and personal successes of the vast majority of children is attributable directly to the appropriate preparation and support they receive at home. This support begins with adequate preschool preparation. When family situations and/or the child's environmental conditions inhibit his adequate preparation for school, then formal preschool programs are established to supplement the efforts and intentions of his parents.

Once enrolled within a formal educational process, children must be provided with appropriate environmental conditions and support if they are to develop and sustain adequate academic and social performances. This necessitates that children be provided with the necessary shelter, nourishment, wholesome leisure pursuits and supervision required, as well as provisions supporting their interpersonal adjustment and self-esteem. In those cases where the child's

environmental conditions at home are not conducive to the establishment of a positive social framework for success, it becomes necessary to provide substitute and/or temporary home environments for the fulfillment of these needs.

Supplementary activities must also be appropriately designed within the formal learning environment of the school to provide pupils with the opportunity of receiving remedial help in the basic academic and social skills which are necessary for successful achievement. Such supplemental-remedial activities may be offered through 1) special tutorial assistance, 2) additional instructional personnel within the classroom, 3) guidance services to enhance effective communication between the child, the home, and the school, and 4) remedial resource rooms where specific academic skills are taught.

A key element in the remedial efforts of the schools has been the INDIVIDUALIZATION OF INSTRUCTION. Students learn at different rates under identical conditions. When academic programs are operated on a "lock-step" basis or when learners fall too far behind, the children who cannot maintain an adequate learning pace with the school's general population are referred to remedial programs such as those established by the ESEA Title I funds. Individualized instructional processes should be mandatory for students serviced by such remedial programs in the schools.

"Individualized instruction is no way of conducting education, nor any one special program. It is the process of custom-tailoring instruction so it fits a particular learner. An individualized program is not necessarily different for each learner, but must be appropriate for each. It is based on the premise that there is no

best way for all learners, but that there are best ways for each learner, which may be different from those for another learner."[4]

The instructional process of an individualized academic program focuses learning upon the individual student - his skills, abilities, interests, motivation, rate of learning, etc., in various areas of the curriculum. "The process places more responsibility for learning on the student and makes better use of his individual interests, goals and strengths."[5]

Learning is maximized through pleasant and positive learning conditions, with the assumption that a "good" teacher is one that exerts "firm kindness" and "control" over the pupils within the classroom.[6] More often than not, academically deficient pupils - those unable to or who are not academically "keeping up" with the majority of students - are reluctant learners. Their poor performance within the classrooms most often lead to numerous unpleasant experiences for the child. Academic and intellectual learning activities quickly become highly aversive and punishing to him.

It is therefore extremely critical that students in remedial activities be helped to overcome their academic deficiencies as well as to maintain adequate classroom performances so they may stay within the "mainstream" of school achievers. Academic tasks and desirable

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[4] Hunter, Madeline, "Tailoring Your Teaching to Individualized Instruction," Instructor, March, 1970.

[5] Dunn, Rita & Kenneth, Practical Approaches to Individualizing Instruction, Parker Publishing Co., Inc., New York, 1972.

[6] Meacham, Merle L., & Wiesen, Allen E., Changing Classroom Behavior, International Textbook Co., Scranton, Pa., 1969.

learning behaviors must be associated with positive and gratifying experiences for all children.

Another significant aspect of individualized instruction is the role of the teacher. "It is important to note that the word 'individualized' modifies 'instruction', implying that the teacher's role is still a vital one."[7]

In a "good" classroom then, with individualized instruction, the teacher manages the arrangement of appropriate learning tasks for the pupils. The teacher's actions are patterned so as to affect appropriate behavioral responses from the pupils. If significant learning is to take place in the classroom it becomes critical that the teacher organize the learning environment so as to ensure the ready access of these materials. The teacher must have the classroom structured in such a way that group instruction is minimized and individual instruction is facilitated - regardless of the number of pupils in the classroom. Furthermore, the teacher must move the management of learning responsibility from the teacher to the pupils.[8]

In summary, the remedial education components of ESEA Title I programs should include educational services that help target students 1) maintain learning successes that are basic to the mainstream of the school's population; 2) receive sufficient assistance to remediate or correct their academic deficiencies; and 3) respond to learning activities that are individually prescribed in a 4) positive learning environment that supports desirable academic

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[7] Op. Cit.

[8] Fargo, George A. & Omura, Robert T., Individually Programmed Management Kit - Manual, Experimental Edition, Honolulu, Hawaii, 1971.

and intellectual achievements. The teacher's roles in the remedial setting are extremely crucial since they function in a managerial capacity which facilitates the pupils' active learning responses.

AN EMPIRICAL INSTRUCTIONAL MODEL FOR THE REMEDIAL EDUCATION PROCESS

No single approach exists which meets with the approval of all those concerned with educational processes. American public school systems, including those in Hawaii, are confronted with the problems inherent in the general education of man, administered by men, through some system - political, religious, or economic - and preserved by local sentiment influenced by the varying biased opinions of parents. Everyone agrees that a need exists for education, for education, like motherhood, has been accepted as a "good institution". The goals and particularly the processes of education are, however, often questioned, and in many instances unacceptable to most men.

While controversies over "the best" educational processes rage in and out of the classroom, the children are subjected to extremes of instructional strategies. Such methodologies range from the conservative, traditionally authoritarian models of teaching to the romanticists' view of a free child "romping through the garden of learning".

If remedial education programs are operated on the premise that individualization of instruction maximizes the achievement opportunities for students, then four basic approaches must be considered to compensate for individual variations: The first is PACING, i.e., the rate of work. The second is ABILITY DIFFERENTIATION, the third is based on INTEREST and MOTIVATION, and the last is SELF-DIRECTION.[9] "Classroom programs can be individualized in any one of these four

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[9] McQueen, Mildred, "Individualized Instruction," Education Digest, April, 1971.

ways or in all four," according to Patricia Pope.[10] She further suggests that the teacher can make the best judgement as to which procedures hold the highest promise in a given situation.

Brian Frieder[11] added objectives formulation and diagnostic functions to a previously developed classification model of events[12] that must occur in any given formal learning situation. Thus, he coined the acronym "O D PRIME" to classify the activities found in effective instructional settings. These are applicable to individualized instructional programs and are particularly suited for criteria standards of remedial education programs.

OBJECTIVES FORMULATION

In a formal learning environment the presence of objectives is set apart from random learning. Well specified objectives effectively communicate learning expectations, promote pupil independence, and enhance self-direction among learners. "...good objectives specify WHAT the learner is able to do; HOW WELL the behavior is expected to be performed; and UNDER WHAT CIRCUMSTANCES the learner is expected to perform."[13]

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[10]Patricia Pope is an upper-grade teacher in the Cincinnati Public School System and has served as in-service instructor to teacher groups on individualized instruction. This quote is from one of her recently published papers title, "Strategies for Individualizing Instruction in the Upper Grade."

[11]Brian Frieder is assistant to the president of Kirschner Associates, Inc., Albuquerque, New Mexico, "Motivator: Least Developed of Teacher Roles," Educational Technology, 1970.

[12]PRIME: PRescription, Instruction, Motivation and Evaluation, identified by Drs. Lloyd Homme and Donald Tosti, colleagues at the Behavior Systems Division of the Westinghouse Learning Corporation.

[13]Banathy, Bela H., Instructional Systems, Fearon Publishers, Palo Alto, California, 1968.

Objectives which are specified through observable and measurable terms enable the instructor to both select appropriate learning activities and evaluate the learner's performance of the activities.[14]

DIAGNOSIS

Prior learning achievements are noticeably different for each learner in a remedial program. A necessary second step in individualizing instruction is to pre-assess or diagnose the learner's status with respect to the intended objectives.[15] In a remedial reading program the entry level reading ability of each individual must be diagnosed before appropriate instructional objectives can be tailored to fit his talents. Effective and appropriate instructional decisions are possible only after accurate pre-assessment of the child's ability has been made by the instructor.

PRESCRIPTION

The process of designing instructional objectives to meet the learner's abilities is commonly known as prescription. Individually determined instructional prescriptions are critical requirements for remedial education programs. Since all remedial students functioning at varying levels of proficiency with differing rates of learning, the instructional prescriptions must be individually established at the pupil's currently functioning level. If the student is to achieve the criterion of a particular instructional objective it is essential that he be given the opportunity to actively respond to and practice the behavior

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[14]Popham, W. James and Baker, Eva L., Establishing Instructional Goals, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970.

[15]Ibid.

specified by the objective. Prescriptions, furthermore, are dependent on well formulated instructional objectives and properly administered diagnosis.

INSTRUCTION

Effective instruction - that which meets individual pupil needs - is determined by the identification of specific objectives, precise diagnosis, and adequate prescriptions. A good remedial program of instruction serves to achieve a specific learning objective. Such programs should be designed so that learning can be accomplished with the least possible effort (both teacher's and student's), in the shortest possible time, and for the greatest student gains.

Efficient and knowledgeable use of appropriate instructional materials, devices, and strategies involve the sequencing of academic learning activities and this tends to enhance the effectiveness of remedial education programs. This means that materials, INSTRUCTIONAL STIMULI, should be appropriately challenging but not so difficult as to frustrate the learner. They should be attractive and of relevant content to stimulate the learner's interest and motivation to RESPOND ACTIVELY. The learning process also involves the provision for IMMEDIATE KNOWLEDGE OF RESULTS to confirm the learner's active responses.

An efficient remedial education program will provide for a variety of instructional strategies to accommodate individual differences in learning modes and styles. Some learners respond best to visual materials, others to tactile stimuli or a combination of audio-visually presented materials with a variety of media devices. The classroom capacity for such remedial stimuli is limited only by the number and

variety of materials and devices available. In more conventional teaching practices, wherein learning tasks, active responses, and learning confirmation are controlled solely by the teacher, the result is less efficient.

MOTIVATION

Motivation for learning has traditionally been assumed to be embodied within learning materials, the learning activities, or the natural intrinsic desire of a child to "want to learn for learning's sake". While recent developments of various instructional media have somewhat improved the motivation of many learners, a significant number of others, particularly those from disadvantaged circumstances, have not found even these learning activities to be personally gratifying experiences.

Results of studies in behavioral research and pupil motivation conclude that the frequency and accuracy of the student's academic behaviors can be controlled by the teacher's systematic application of the reinforcement principles of learning theory. The establishment and utilization of a consistent motivational system within a remedial setting will maximize pupil productivity and learning efficiency. Learning successes in such a setting can be highly predictable and guaranteed for every pupil.

EVALUATION

Utilization of appropriate evaluation procedures is the only way to assure continued effectiveness of instructional processes. A good evaluation will indicate "...whether or not diagnosis, prescription and instruction are, in fact, resulting in student achievement of the objectives."[16]

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[16] Op. Cit.

Regularly conducted evaluations of the learner's performances automatically provides instructional clues for continuing, altering, or repeating the learning prescriptions. Evaluation includes careful observation and measurement of the post-instruction performance and behavior of the learners. Poor post-instruction performances by the pupils tend to indicate that the instructional sequence of learning activities was inadequate. Decisions to modify the prescriptions of instruction should be based solely on the evidences obtained through accurate pupil performance measurements. Objective rather than subjective evaluations of learner performances, conducted as frequently as possible and based on measurable criteria, will maximize learning achievements with the least possible pupil effort and in the shortest possible span of time.

INTRODUCTION TO PRESCHOOL INSTRUCTION

Schools are established on the premise that all entering children share a number of positive attitudes toward learning, which are in addition to those behavioral attributes that will enable them to successfully encounter a variety of educational tasks identified as "school work" or "learning achievement". These basic skills include the ability to 1) communicate via the spoken language, 2) perform simple physical skills such as walk, run, skip, and jump, and, 3) make simple discriminations between objects and events. American school systems are based upon the assumption that such preparation occurs within the home or organized nursery programs, and is generally completed before the child enters kindergarten. Children not capable of such basic skills - those who are too non-ambulatory, mute, deaf, blind, or physically deficient to be accommodated in the typical classroom setting - are generally provided with other special educational opportunities.

When children enter the formal educational process unprepared in these basic socio-behavioral skills, it is likely they will encounter a greater degree of difficulty in achieving learning successes than other pupils. This is particularly true when the typical school program is designed to accommodate those children who have been appropriately motivated for participation in intellectual activities and can perform "executive-cognitive"[17] functions.

The practice of providing massive formal preschool educational opportunities to Hawaii's "disadvantaged" youngsters began with the

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[17]"A Conversation with Jerome Kagan," Saturday Review of Education, February, 1973.

enactment of the Economic Opportunity Act and the Elementary and Secondary Education Act (ESEA) in 1965. As it was anticipated, the lack of definitive guides for the determination of appropriate program goals and objectives hampered adequate assessments of the program during the early years of its implementation. Most preschool and "Headstart" projects, during their early years, operated on rather vaguely stated goals and objectives. The programs have, over years of experience, begun to develop more specific goals and objectives which are necessary for accurate evaluation of program efficacy.

The State of Hawaii Department of Education, now responsible for the operation of all ESEA preschool programs and the enforcement of minimum educational standards for all educational services offered throughout the State, recently published A Curriculum Guide for Early Childhood Education.[18] This guide is applicable to the educational instruction of children three- to eight-years old, with particular emphasis on ages three-to-five.

The guide cites that the "ultimate goal of early childhood education is the goal of all education - an AUTONOMOUS, HAPPY, HUMANE, LEARNING INDIVIDUAL who becomes increasingly capable of productive and satisfying transactions with the world of people, things, places, ideas and symbols."

The goals of this outline include behavioral objectives for early childhood education, and these are categorized into the four areas of 1) socio-emotional, 2) psychomotor, 3) cognitive, and 4) language

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[18] A Curriculum Guide for Early Childhood Education, Ages Three to Eight with Emphasis on Ages Three to Five, Office of Instructional Services, Department of Education, State of Hawaii, 1972.

development. The guideline further states that the concepts and processes are for the "purpose of analyzing pupil progress and needs" and are not intended for organizing the content of teaching. This publication provides all preschool personnel throughout the State of Hawaii the opportunity to develop more effective programs. The processes of program assessment will become more meaningful once this outline is utilized as the basis for program standards.

Evidence tends to indicate that the largest segment of the pupil population for whom school becomes a negative and frustrating experience, rather than a positive and successful one, are children from disadvantaged circumstances and families, usually the poor. They enter primary school with a disadvantage, lacking basic skills that other, more successful, children already possess when they begin their formal learning process. ESEA Title I funds have been utilized to establish formal preschool programs for such disadvantaged children. Experimental and demonstrative programs for preschool children show that some type of intervention, at home or at school, tends to improve their later performances and abilities. Indeed, such efforts have shown that deprivation does not signify "bad seed but bad soil."[19]

Assuming that disadvantaged children come from economically poor families who live in slums, ghettos, or in isolated rural circumstances, then it is reasonable to expect that children reared in such environments - where few events are in assigned order to take place upon a determined time - will tend to have perceptual, conceptual and language deficiencies.

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[19]"Demonstration and Research Center for Early Education" (DARCEE), John F. Kennedy Center for Research on Education and Human Development, George Peabody College for Teachers, Nashville, Tennessee, 1968.

These are deficiencies that will preclude future success and achievement in school.[20]

As spatial and temporal disorganization is a negative factor to learning, a preschool must have a predictable and meaningful routine if learning is to occur. In order to prescribe a "meaningful and predicable" learning routine, specific behavioral expectations must be identified and appropriately structured for purposeful and effective learning. Although preschool programs for disadvantaged children may demonstrate a high level of effectiveness in helping youngsters to initially overcome the barriers to successful learning, the long-range benefits of such programs and the ultimate educational success of such pupils, is dependent upon the follow-up services and assistance which these children receive after they enter the regular school program. Such year-by-year research and evaluation ought to be increased and further objectified for the preschool programs of Hawaii District.

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[20] Ibid.

MAUI DISTRICT PRESCHOOL COMPONENT

The primary purpose of this program is to help disadvantaged children acquire skills that most non-Title I children possess when they first enter school. The ESEA Title I Preschool program of Maui District was established for four-year olds for the year just prior to their entering kindergarten.

The second goal of the Preschool is to motivate parents toward more active participation in their children's education. This enables them to become more aware of their child's growth and development, thus providing the necessary support for each child within his home environment.

The goals and objectives identified by the Maui District Preschool proposal were those specified in A Curriculum Guide for Early Childhood Education: Ages 3-8 with Emphasis on Ages 3-5, Office of Instructional Services, Department of Education, State of Hawaii, 1972.

Schools	No. of Students
1. Hana	22
2. Lanai	19
3. Puunene	13

Method of Evaluation:

Interviews conducted by the SWDRC staff were held with the principals and teachers in this program. Questionnaires were distributed to all key staff personnel (Appendix A).

The collected data includes information from direct observation of classroom procedures and pre- and post-data on individual school checklists used. Each school - Lanai, Puunene and Hana - administered its own checklist for evaluative purposes. Therefore, the data is evaluated

separately and it is not suitable for comparative analysis.

Interviews were conducted among a one-third random sample of parents whose children participated in the Title I preschool program. Most contacts were made directly at their home, at the school and a few indirectly by telephone.

Results:

The results are presented in Tables 1 to 3. A more comprehensive analysis was made for Lanai because of the completeness of the data presented by the school.

Overall, the preschool students gained an average of 36% more on the checklist items between pre- and post-test scores. The greatest group gains are in the areas of "sensory concept" for Hana, "physical skills" for Lanai, and "inquiry process" for Puunene.

The results of the parent interviews are presented in the Parent Involvement section on page 75.

PRESCHOOL PROJECT: HANA

TABLE 1

	AREAS TESTED							
	Personal-Social Responsiveness		Associative Vocabulary		Numerical Concept		Sensory Concept	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Number of Items	26		26		19		19	
Group Average Scores	11.9	21.8	5.5	15.3	5.4	12.8	7.4	16.4
Average Rate of Correct Responses	46%	84%	21%	59%	28%	67%	39%	86%
Pre-Post Difference	+38%		+38%		+39%		+47%	
Group Average Gain for Each Area	+ 9.9		+ 9.7		+ 7.4		+ 9.2	
Average Gain for Boys in Each Area	+10.0		+ 9.8		+ 8.6		+10.4	
Average Gain for Girls in Each Area	+ 9.0		+ 9.7		+ 6.5		+ 8.3	

The results show that the greatest gain for the Hana children was achieved in the area of "sensory concept". The post-test scores showed a 47% average increase in correct responses to the nineteen test items in this category. The post-test scores also indicate that the preschoolers as a group averaged a high score of 86% correct responses while they scored an average high of only 59% for the "associative vocabulary" category which consisted of 26 test items. It appears that greater effort should be stressed in the latter category "associative vocabulary", for 1973-74. Although the boys outscored the girls in all four categories, the differences are not significant enough to merit special concern.

PRESCHOOL PROJECT: LANAI

TABLE 2

	Physical Skills		Oral Communication		Sight Recognition	
	Pre	Post	Pre	Post	Pre	Post
Number of items	12		10		10	
Group Average Score	5.8	11.0	4.8	8.6	3.1	7.8
Average Rate of Correct Responses	36%	97%	48%	88%	26%	78%
Pre-post Difference	+61%		+40%		+52%	
Group Average Gain for Each Area	+5.2		+3.8		+4.7	
Average Gain for Boys In Each Area	+5.0		+3.4		+4.4	
Average Gain for Girls In Each Area	+3.3		+3.8		+4.6	

The Lanai preschoolers made the most significant gain in the area of "physical skills" - 97% average achievement in post-test results. Although the gain was significant, the weakest area seemed to be the "sight recognition" skills with only 78% achievement averaged by the pupils. Smallest gains were registered in the "oral communication" skills although the pre-test results indicated that this was the children's strongest area at the start of the school year.

There was a 100% improvement in four skill areas - "walks on a balance beam," recalls main characters and important events in a story," "looks from left to right when looking at a series of objects or pictures," and "assembles building blocks to duplicate models." Further, there was a 95% improvement in "identifies and relates to pictures in books, posters, magazines, etc."

On the other hand, there was no improvement among all pupils in "recognizes and understands common signs such as danger, stop, men, women, etc." Slightly better but low achievement rates were noted for "recites address," "recognizes various shapes," and "recognizes basic colors." The strongest skills included "catches and throws a ball," "communicates with other children," "sings," "uses crayons properly," "jumps and runs." The boys generally did better in the area of physical skills while the girls were more apt to score higher in the sight recognition category.

PRESCHOOL PROJECT: PUUNENE

TABLE 3

	Self-Concept		Attitude Towards School/ Learning		Inter-Personal Relationship		Inquiry Process	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Number of items	17		12		21		17	
Group Average Scores	8.7	9.5	8.3	10.7	9.9	11.9	6.3	9.1
Average Rate of Correct Responses	67%	81%	63%	82%	70%	91%	48%	69%
Pre-post Difference	14%		19%		21%		21%	
Average Gain for Each Area	2.2		2.2		3.3		3.5	
Average Gain for Boys In Each Area	3.0		2.4		3.9		3.1	
Average Gain for Girls In Each Area	1.0		2.0		2.5		4.2	

As a group, the Puunene preschool children made the highest gain in the areas of "inquiry process" and "interpersonal relationship" skills. Although Table 3 indicates that the gains for "inquiry process" were the same as with "interpersonal relationship" the average point gain was 3.5 for the former as compared to 3.3 for the latter, "interpersonal relationship" skills. Best gains in "interpersonal relationship" were recorded by the boys while the girls in the class registered their best scores in "inquiry process" skills. The results indicate relatively low gains or little improvement for the girls in the areas of "self concept" and "attitude towards school learning," but these minimal gains should be noted with the generally "high" (average 14 over 19) pre-test scores achieved by them.

DISCUSSION AND RECOMMENDATIONS

The three Maui District ESEA Title I preschool projects were excellently staffed with three very dedicated classroom teachers who have exhibited much dedication and hard work in their efforts to develop successful and effective preschool programs. Each teacher was assisted by an educational assistant, with Hana Preschool having complete involvement by the parents. There was evidence of improvement, noted by the SWDRC evaluators, between the 1971-72 and the 1972-73 academic years. The following comments and suggestions are offered to further improve the quality and effectiveness of the three Maui District preschool projects.

Hana Preschool:

The highly successful parental involvement effort demonstrated by the Hana project serves as a State-wide model for its success in rendering year-long assistance to the project teacher and her educational assistant. Nearly all parents of the participating children committed a minimum of one hour weekly to help reduce the pupil-teacher ratio, while at the same time gaining valuable experience and skills in helping the youngsters learn.

The enthusiasm, interest and committment of the parents should be continued in 1973-74 to help refurbish and redecorate the newly acquired classroom facilities at the Hana School complex. The test data results indicate that the category of "numerical concepts" registered the smallest gains among the children. Some increased activities in this area may be implemented to improve the overall performance of the children in this skill area.

The preschool program at Hana High and Elementary School was well planned and equally well managed. Subjective opinion could see the progressive gains being made by the children during the school year. The highlight of this program was the well instituted system of active parental involvement. This educational program's remarkable organization and insight by the entire school staff and parents, and its efforts and success with the children, is clearly noted.

Lanai Preschool:

The Lanai preschool class was strongest in the area of physical and academic activities. The teacher, with the assistance of her experienced assistant, apparently devoted much effort to develop adequate teacher-made materials to strengthen the children's skills in preparation for the primary level of school. The classroom was adequately designed to stimulate curiosity and inquiry with attractive wall mountings, well established play areas and appropriately equipped study-work areas.

The classroom learning strategy included adequate procedures and organization for immediate feedback or confirmation of active learner responses, a good class activity schedule and individual and group activities.

The classroom activities can be further improved with the development and implementation of a more effective classroom management strategy; more specific functioning of the educational assistant's activities in order to minimize duplication of effort; and utilization of peer tutoring dyads to facilitate greater interpersonal relationships among the pupils.

Instructional skills should be strengthened for "sight recognition" activities, although the test results indicate that the children as a

whole were more than three-fourths successful in this, the lowest achieved skill category.

The Lanai Preschool project was a well organized program which aroused the child's interest and increased his awareness of the world about him. This program was of significant benefit to the children involved, for they will all likely gain from the experiences they encountered.

Puunene Preschool:

The Puunene Preschool project, perhaps the most adequately furnished project among the three Maui District preschools projects, was effectively designed to promote wholesome learning and positive functioning by the pupils. The project teacher, with the assistance of her educational assistant, established a well managed preschool program as evidenced by the adequate variety of learning activities, and good use of equipment for the learning tasks in the classroom. Independent study areas were well controlled and the pupils exhibited appropriate study behaviors in this area.

The visual presence of all the equipment and toys within the classroom may have, on occasion, over-stimulated the pupils' curiosity. This elicited a combination of passive and disruptive "off-task" behaviors. This also tended to satiate the child's appetite and motivation to play with a new or novel item. Appropriate storage facilities should be established and the display of items should be limited to a few new ones each week. This is regarded as a minor problem, however, and need only be implemented if disruptions are noted when a larger class is enrolled.

Consideration should also be given for the delineation of the educational assistant's functioning in order to minimize overlap and

duplication of effort.

On the whole, the professional expertise of creativity, innovation, and organization behind this preschool program was very good. Equally commendable was the personal involvement and concern for the well-being of these children which the staff demonstrated. To the great benefit of the preschool children in future years, this program should be viewed as containing the significant influence for children that it, in fact, did.

Puunene School and the residents of the surrounding community should appreciate the value of this early and positive experience for preschool youngsters - for as these children grow and develop the influences of their preschool perceptions will multiply many times over.

General Comments - District-wide:

1. All three preschool projects should develop a uniform testing or checklist with which the projects may be adequately evaluated. Perhaps this area of concern should involve the resources of the Compensatory Education and the Early Childhood Education sections of the State Department of Education.
2. There should be a serious effort to develop checklist or test items that are less subjective and more specific in measurable-observable terms. The validity of the test results is not known since no reliability checks were established for the teachers who rated the children or the test items for which they were rated.
3. Serious consideration should be given to the development of a continuum of behavioral objectives that will enable the children to be measured by criterion referenced items rather than any standarized measuring instruments.

4. Continued effort should be given to the development of instructional strategies which meet the individualized instructional needs of the pupils.

INTRODUCTION TO REMEDIAL LANGUAGE ARTS/READING

Our highly complex American society requires that the individual, if he is to be successful, must communicate with others through both the oral and written English language. Those individuals unable to effectively communicate often become highly dependent on others in society who are more capable, who have achieved a greater mastery of the English language skills, and who are more socially and economically well-off.

The success of any democratic society is directly dependent upon the quantity and variety of choices which are available to its citizens. With less opportunity for choice - either because of restricted intellectual, political or financial avenues - there is less opportunity for a highly operational level of democracy. Historically, a culture deprived of choices ceases to grow, is confronted with civil disorders, begins to decline, or changes its form of government.

America is a reading society where to be effective or interact reasonably well people must know how to read. The youth of Hawaii are members of this group. To comfortably adjust to this society, and to succeed economically and socially, the child must be able to read and comprehend what is around him. Most children learn of this necessity to read at an early age - yet for the disadvantaged youngsters, those handicapped through their environment by an inability to read, such appreciation of reading skills is largely absent. Traditional teaching practices and new teaching technologies have not been as effective with these academically poorer children as they have with the more educationally advanced. Most unfortunate, certainly, is that as children continue to fail and fall further behind in their reading ability, their entire academic education becomes an increasingly frustrating experience for

them. This punishing effect quickly turns the child off to education, its value, significance, and progress.

In the past, those children who did not succeed academically had the recourse of terminating their formal education at an early age and becoming absorbed into the vast unskilled and semi-skilled labor force. Manual laboring positions had to be filled; someone had to perform the less pleasant work of society. Technology and automation have changed this picture, however, with the need for manual labor continually shrinking.

That youngsters prefer to interact within the mainstream of society is unquestionable. Essential to the child's effective functioning is his mastery of the abilities required in reading, writing, and oral communication. The emphasis in basic education for all children, and particularly for the disadvantaged, should be to provide them with the opportunity to successfully master the skills required in reading, writing, and oral communication.

Faced with the dilemma of how to best offer such opportunities, professional educators have developed a wide variety of approaches in instruction, each proclaiming theirs to be the most superior. While there has been agreement concerning the necessity of effective language arts/reading instruction, there has not arisen a unanimous opinion among professionals regarding the instructional processes which may achieve this goal.

While no ideal procedures for language arts/reading instruction have been agreed upon, the belief is shared that underachieving children require individualized remedial help. The following criteria for instruction provide a basis for appraisal of ESEA Title I remedial language arts/reading component projects in Hawaii District.

Individualized Assessments: Individually administered measures of academic achievement should be made at the beginning and end of the instructional program. This would help to provide an overview of the scholastic attainments of each pupil. The particular emphasis of this testing should be that of measuring the pupil's word attack ability, comprehension and general usage of the English language. In addition to these pre- and post-assessments, frequent progress checks should be made throughout the year to confirm adequate diagnosis and prescription of appropriate instruction.

Specific Skills: Instruction in vocabulary skills should emphasize word meaning, word recognition, and word analysis skills. A variety of individualized materials and activities within the classroom should reflect the availability of these opportunities.

Comprehension Skills: Instruction should develop the pupils' abilities to read for details, to recall sequence of events and to understand the main ideas of the written text. Instruction for upper grade levels should help the pupils to interpret the text, to draw conclusions and to make generalizations with similar situations.

Writing Skills: Through appropriate enrichment activities the pupils should be provided opportunities to express their ideas in writing. These writing tasks should involve observation and listening skills, formulation of ideas into proper sequences, writing words and sentences legibly into narrative compositions and reading sentences smoothly from a meaningful story.

Oral Language Skills: To promote oral skills, pupils should be provided the opportunities to practice oral reading and speaking. Equipment

such as the language master and tape recorder can be effectively utilized to enable the learners to read orally and listen to their oral responses through the privacy of a carrel, microphone, and earphones. Pupils should be provided with the opportunity to learn to listen appropriately as well as hear appropriate oral reading models. The combined tasks of listening to their personal and modeled oral responses will help teach the children to discriminate appropriate oral skills, thereby improving their abilities through oral practice sessions.

Self-Directed Study Skills: The remedial program should provide academic activities within a framework which motivates and enhances self-direction and self-study skills. The pupils should be provided with opportunities to develop self-discipline in the initiation and performance of routine academic and non-academic tasks. One effective and proven way of achieving this criterion is through the establishment of a systematic motivational program based on learning theory and positive reinforcement principles.

There are a significant number of children in the Maui District Title I schools who have scored below the 25th percentile on standardized reading tests. Special remedial classes in reading and language arts have been designed to assist the children who score low on the tests. These children were scheduled to attend such classes for a specified duration each day, while spending the remainder of their time in regular classes at their respective schools.

Objectives:

Through individualized instruction, the student will improve his standardized test scores in language and reading skills. Eighty percent (80%) of the pupils will foster good leisure reading habits by an increase of 50% in self-directive reading by the year's end.

Criteria for Selection of Participants:

A. The children were selected on the basis of low academic performance (below the 25%ile) on standardized reading tests. (Certified MRE students, excluded.)

B. Teacher recommendation of students who lacked adequate reading skills and needed intensive special help in reading.

C. The school principal made the final decision in the selection of the students.

D. The number of students enrolled were as follows:

School	Number of Students	Grade
1. Haiku	30	4-8
2. Iao	20	6-8
3. Kaunakakai	30	2-6

School	Number of Students	Grade
4. Kihei	32	4-6
5. Kilohana	30	1-6
6. Kula	30	K-3
7. Paia	30	2-4
8. Waihee	30	4-6
9. Wailuku	55	2-4

Kula Elementary Remedial Arithmetic and Language Arts Program:

Kula School has operated a Title I remedial project for the last six years in order to help meet the needs of its pupils in reading. Improvement in recent reading scores indicate that reading was not determined to be the area of greatest remedial need. The achievement test data showed that listening, writing, and arithmetic were in greater need. The objectives for this program were similar to the remedial reading components at other schools with the additional inclusion of math skill objectives.

Iao-Kilohana School Remedial Reading/Guidance Service Program:

Kilohana Elementary and Iao Schools operated similar projects during the past academic year. Both schools provided for programs in the area of language arts/reading remediation with supportive guidance services. At Kilohana Elementary School, a reading teacher and a counselor provided the compensatory educational services while, at Iao School, a single Title I teacher-counselor performed the combined services.

Specific Objectives for the Kilohana-Iao Schools' Projects:

A. Seventy percent of the students will gain one grade placement by the end of the year.

B. Each child will reduce his absenteeism by 50% by the end of the year.

C. Each child will reduce by 50% his referrals to the office by the end of the year.

D. Each child will improve his self-image by 25% by the end of the year.

Method of Evaluation:

Interviews with the principals were conducted by the SWDRC staff at least once during the school year. Discussions were also held with all participating teachers and a randomly selected number of students. In addition, questionnaires were distributed to all key personnel (Appendix A). The evaluation services included the direct observation of the project teachers and students at least twice during the year by the evaluation team. Classrooms were observed during varying periods of the day to obtain more comprehensive views of classroom functioning.

All Title I remedial components within the Maui District forwarded pre- and post- achievement test scores as determined by their proposals. Average school gains, average grade level gain, average monthly gains for the school and grade were determined for analysis. Correlation and t-tests were made on all pre-post data.

For the component programs at Iao and Kilohana Schools referral and attendance were also collected and computed in accordance with their objectives. No data was available on the fourth objective: that the child "improve his self image". Services were contracted and initiated

too late in the school year for the evaluators to recommend appropriate procedures for collection of data of this objective.

More than one third of the parents whose children participated in the Title I projects were interviewed by the SWDRC evaluation team. The interviews were intended to determine the extent of parental awareness of their child's school program. This was done in order that appropriate assessments could be made of the parents' involvement in the Title I programs.

Results:

The achievement test results are presented in Tables 4 through 15. All the pre-post differences were analyzed by paired comparison t-tests. The correlations reported in these tables reflect changes in the rank ordering of pupils. A higher correlation indicates less individual change and a greater tendency that gains occurred for the group as a whole. Lower correlations suggest that greater variations of gains occurred among the students. Correlations above .80 are relatively high, between .60 and .80 moderate, and below .60 relatively low. Each school's test results are in Tables 4 through 12 and Table 13 gives a grade level overview of the results. The attendance and referral results are indicated under the corresponding school.

The results are not comparable among all the nine schools because the achievement testing procedure involved many different tests. Among individual school performance results, Paia was the only school that achieved the stated criterion of "80% student gain at a rate of one month per month," based on achievement test scores. Haiku School

achieved this criterion with the results of the diagnostic scores of the Gilmore Oral Reading test. These two schools also had the highest overall gains among all the nine schools within the Maui District that offered remedial services. On a district-wide basis the fourth grade level achieved the best gain among all the grades serviced and the 6th grade, the poorest.

EXPLANATION OF TERMS USED ON TABLES:

A. Average Gain	Average gain for all students in that grade level.
(by grade level)	Example: Grade 1 - .7 Students in grade 1 gained an average of 7 months between pre- and post-test.
(by school)	Average gain for all students in all grade levels.
B. Average Monthly Gain	Average monthly gain for all students in that grade level.
(by grade level)	Example: Grade 3 - 1.7 Students in Grade 3 gained an average of 1.7 months per month.
(by school)	Average monthly gain for all students.
C. P-P	Mean length of time between pre- and post-testing months. The longer the time between pre- and post-testing the greater the differences to be expected.
D. Correlation	Correlation between pre- and post- scores. High correlation (above .80) means the class tended to gain "as a group". Low correlation would indicate a greater variance in rank order of the students between pre- and post-testing (the class does not gain as a group).
E. T-Test	Paired comparison t-test to evaluate probability of differences between pre- and post- means occurring by chance.
F. NS	Not significant. The differences between the pre- and post-test is due to chance.
G. Probability	Probability of differences between pre- and post-means occurring by chance.
H. *	The difference between pre- and post-testing is best interpreted as having occurred by chance, i.e., no reliable gain.

ACHIEVEMENT TEST RESULTS BY SCHOOL

School	Test	Pre	Post	Gain	Correlation	Probability
Haiku	WRAT-Reading	2.4	3.2	.8	.85	.001
	Gates-Reading	2.5	3.1	.6	.48	.001
	Gilmore-Oral	3.5	5.1	2.0	.84	.001
Iao	PIAT-Math	7.7	8.8	*	.69	NS
	" -Recognition	7.2	8.6	1.4	.97	.01
	" -Comprehension	6.5	7.4	*	.96	NS
	" -Spelling	7.0	7.1	*	.55	NS
	" -Information	6.8	8.1	1.3	.90	.02
Kaunakakai	WRAT-Reading	1.6	2.3	.7	.88	.001
	" -Spelling	1.6	2.3	.7	.87	.001
	PPVT-MA	67.5	72.6	5.1	.81	.02
Kihei	CAT-Vocabulary	3.5	4.3	.8	.43	.001
	" -Comp.	3.8	4.3	.5	.52	.01
Kilohana	SDRT	1.9	2.7	.8	.84	.001
	PPVT-MA	86.1	80.7	*	.63	NS
Kula	Stanford-Environ.	4.5	6.6	2.1	.02	.01
	" - Math	3.8	5.4	1.6	.15	.05
	" - L+S	3.3	5.6	2.3	.35	.001
	" - Aural	4.1	5.0	*	.09	NS
Paia	Gilmore-Acc.	2.8	4.1	1.3	.58	.001
	" -Comp.	2.6	3.7	1.1	.15	.001
	CAT-Vocabulary	3.4	4.4	1.0	.84	.001
	" -Comp.	3.2	4.6	1.4	.72	.001
Waihee	Gates-Vocab.	3.2	4.1	.9	.58	.001
	" -Comp.	2.7	3.5	.8	.48	.001
	WRAT-Reading	3.4	4.2	.8	.75	.001
	" -Spelling	3.2	4.0	.8	.73	.001
Wailuku	CAT-Vocabulary	2.5	3.3	.8	.67	.001
	" -Comp.	2.1	2.9	.8	.56	.001

*The difference between pre- and post-testing is best interpreted as having occurred by chance, i.e., no reliable gain.
Note: NS means not significant.

HAIKU

TABLE 4

Overall Gain by School

TEST	Pre	Post	Gain	Corr.	Prob.
Wide Range Achievement Test Reading subtest	2.4	3.2	.8	.85	.001
Gates-McGinite Reading	2.5	3.1	.6	.48	.001
Gilmore-Oral Reading	3.5	5.1	2.0	.84	.001

Pre-post period = 7.0 months

	Wide Range Achievement Test Reading subtest		Gilmore-Oral Reading Test	
Grade	Average Gain	Average Monthly Gain Rate	Average Gain	Average Monthly Gain Rate
1	0.7	1.0	---	---
2	1.4	2.0	4.0	3.7
3	0.5	0.7	---	---
4	0.9	1.0	1.3	1.9
5	0.6	0.9	1.8	2.6
6	0.3	0.4	1.3	1.9
7	1.1	1.6	3.0	4.3
School	0.8	1.1	2.3	3.3

Gates-McGinite Reading

Grade	Average Gain	Average Monthly Gain Rate
1	---	---
2	---	---
3	---	---
4	.9	1.3
5	.3	.4
6	.3	.4
7	.6	.9
School	.5	.8

The achievement test results shown on Table 4 indicate that 54% of the target pupils at Haiku School's Title I project met the criterion as measured by the Wide Range Achievement Test - reading sub-test. As measured by the Gates-McGinite reading test, only 50% achieved the criterion standard of .1 month gain per month. The results of the Gilmore-Oral Reading test showed that 88% of the pupils were able to meet the criterion.

Based on an analysis of learning rates by individual pupils (see Table 14), 60% of the students equalled or surpassed their previous rates during the current year. First, second, and seventh graders achieved well and the fourth graders showed steady gains through the various test results. Specifically, the fifth graders did rather poorly in reading comprehension skills while the sixth graders showed low overall gains for all skill areas. Haiku School's seveth graders showed remarkable gains of 4.3 average monthly gains on the Gilmore-Oral Reading test. The low correlation score of the Gates-McGinite reading test indicate that the fourth through seventh graders were not gaining as a group.

IAO

TABLE 5

Overall Test Results by School

TEST	PRE	POST	GAIN	CORR.	PROB.
Peabody Individual Achievement Test					
Math	7.7	8.8	*	.69	NS
Reading Recog	7.2	8.6	1.4	.97	.01
Reading Comp	6.5	7.4	*	.96	NS
Spelling	7.0	7.1	*	.55	NS
General Info	6.8	8.1	1.3	.90	.02

Pre-post period = 4.1 months

PIAT - Math

Grade	Average Gain	Average/Monthly Gain Rate
7	1.40	4.7
8	0.81	2.2
School	1.11	3.5

Reading Recognition

Grade	Average Gain	Average/Monthly Gain Rate
7	1.1	3.7
8	1.5	3.3
School	1.3	3.5

Reading Comprehension

Grade	Average Gain	Average/Monthly Gain Rate
7	1.20	4.0
8	0.82	1.8
School	1.01	2.9

Spelling

Grade	Average Gain	Average/Monthly Gain Rate
7	0.30	1.0
8	0.05	0.1
School	0.18	0.6

General Information

Grade	Average Gain	Average/Monthly Gain Rate
7	3.50	11.7
8	0.99	2.2
School	2.25	2.25

PIAT - Total

Grade	Average Gain	Average/Monthly Gain Rate
7	1.80	6.0
8	0.85	1.9
School	1.33	4.0

Fifty-seven percent of target students participating in the Iao School Title I project achieved academic gains of one grade placement. The criteria for the project was 70%. The results of the Peabody Individual Achievement Test (PIAT), presented in Table 5, indicate that the overall gains for mathematics, reading comprehension and spelling were not significant and that such gains occurred by chance. The low gain area for the seventh graders was in the spelling subtest but the average gain was adequate to meet the one month gain per month criterion.

The seventh graders, as a group, achieved significantly higher net gains by participating in the project than did the eighth graders. The eighth graders' highest gain was recorded in the reading recognition subtest (3.3) while their average gain for spelling was only .1 grade level increase.

Iao School's attendance and referral reports indicate that only 32% of the students reduced their absenteeism by half as specified in the project objectives and 45% decreased their referrals for discipline in accord with the 50% reduction criterion. Overall, the students as a group reduced their average absences by .7 between the first and second semesters. Nine of the 20 participating students improved their attendance at school by an average of four days apiece.

Three students (14% of class) increased their absenteeism rate by more than half while four (18%) increased their referrals to the office by 50%. No significant relationship was found between the high number of referrals and attendance rates. Compared to the Maui District norm (10.85 absence per pupil - 1972-73), 54.5% of the Iao School Title I students had higher absentee records for the current academic year.

KAUNAKAKAI

TABLE 6

Overall Test Results by School

TEST	PRE	POST	GAIN	CORR.	PROB.
Wide Range Achievement Test					
-Reading	1.6	2.3	.7	.88	.001
-Spelling	1.6	2.3	.7	.87	.001
Peabody Picture Vocabulary Test - Mental Age					
	67.5	72.6	5.1	.81	.02

Pre-post period = 6.0 months

WRAT - Reading			Spelling	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
1	0.6	1.1	0.4	0.7
2	0.9	1.1	1.1	1.4
3	1.3	1.6	1.0	1.3
4	0.8	2.0	0.6	0.6
5	0.4	0.7	0.9	1.3
6	0.1	-0.3	0.2	1.2
School	0.7	1.1	0.7	1.1

PPVT - Vocab IQ			MA	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
1	5.9	11.0	0.7	1.4
2	2.8	3.5	1.1	1.3
3	-1.0	-1.3	0.4	5.0
4	2.0	-18.1	0.4	-1.1
5	2.3	13.5	0.7	0.1
6	-1.3	-10.2	0.2	-0.5
School	1.8	-0.3	0.6	1.1

Table 6 shows that 63% of the Title I students at Kaunakakai Elementary School achieved the criterion standard of .1 average monthly gain for both reading and spelling on the Wide Range Achievement Test (WRAT). The sixth grade Title I pupils averaged a net loss between the pre- and post-test periods for the reading subtest on the WRAT while grades one and four achieved less than other grade levels in the spelling skills. The high correlation scores indicate that the children participating in this project generally gained or improved their academic skills as a group.

Analysis for the Peabody Picture Vocabulary Test is not offered in view of the inappropriateness of the test to this project. (See Evaluation and Discussion on page 61 for details regarding this comment.)

KIHEI

TABLE 7

Overall Test Results by School

TEST	PRE	POST	GAIN	CORR.	PROB.
California Achievement Test					
-Vocabulary	3.5	4.3	.8	.43	.001
-Reading Comprehension	3.8	4.3	.5	.52	.01

Pre-post period = 6.0 months

	CAT - Vocabulary		Reading Comprehension	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
4	0.94	1.6	0.70	1.2
5	0.97	1.6	0.88	1.5
6	0.39	0.7	-0.15	-1.7
School	0.77	1.3	0.48	0.3

There were 32 students serviced by the Kihei School Title I project and only 46% of them were able to meet or surpass the averaged criterion of one monthly gain in their achievement test scores. In addition to the results posted on Table 7, the data as reported by the school show that despite the near criterion performances of the fourth and fifth graders, 75% and 61% respectively, only one of 11 sixth graders met the criterion of one average monthly gain. The Table 7 results indicate that the sixth graders averaged a net loss for the pre- and post-test period to reduce the overall school average. The low correlation for both parts of the test further confirm the analysis that the students did not gain as a group.

KILOHANA

TABLE 8

Overall Test Results by School

TEST	PRE	POST	GAIN	CORR.	PROB.
Stanford Diagnostic Reading Test	1.9	2.7	.8	.84	.001
Peabody Picture Vocabulary Test - Mental Age	86.1	80.7	*	.63	NS

Pre-post period = 7.0 months

Stanford Diagnostic Reading Test - Form X-Level I

Grade	Average Gain	Average/Monthly Gain Rate
3	0.93	1.3
4	0.83	1.2
5	0.94	1.4
6	0.66	0.9
School	0.90	1.2

Forty-four target students participated in the Kilohana Elementary School Title I project during the current year. Based on the scores of the Stanford Diagnostic Reading test, only 42% of the pupils achieved the criterion standard of one average monthly gain in reading skills. The third graders showed the highest average gains while the sixth graders performed the poorest. Other grade levels in the school achieved stable gains among the participating students.

In addition to the Stanford Diagnostic Reading test, the project staff administered the Metropolitan Reading test to three pupils whose results are not presented in this report. None of the three tested students showed any gains as reported by the school. The Peabody Picture Vocabulary test results are not analyzed here since it was not an appropriate achievement test measure for this project. (See

Evaluation and Discussion on page 61 for details regarding this comment.)

Relative to the project objectives dealing with school attendance and referrals for discipline, 89% of the participating pupils decreased their absenteeism while only 34% reduced their referrals to the school office. Since the criterion specified that all students were to reduce their rates by one-half, this objective was not achieved by the project.

While 34% of the pupils decreased their rate of absence by half or more, another 14% of the pupils increased their absenteeism by an average of seven days per pupil. However, only one of the pupils increased his referral rate and this rate was an insignificant increase of one referral for the year. There is no indication that a tendency existed for high referral rates to be related to high attendance rates. The school's data for these two objectives are confounded by the fact that most pupils did not have a "high" absence and referral rate to begin with. Moreover, 16 students made no changes in their referral rates since they had no referral problems prior to their participation in the Title I project.

KULA

TABLE 9

Overall Test Results by School

TEST	PRE	POST	GAIN	CORR.	PROB.
Stanford Achievement Test					
Environment	4.5	6.6	2.1	.02	.01
Mathematics	3.8	5.4	1.6	.15	.05
Letters & Sounds	3.3	5.6	2.3	.35	.001
Aural Comprehension	4.1	5.0	*	.09	NS

Pre-post period = 7.0 months

Stanford - Environment / Mathematics

Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
1	2.00	3.0	2.50	4.0
2	2.00	2.9	-0.33	-0.5
3	-1.00	1.4	2.00	2.9
School	1.00	2.4	1.39	

Letters & Sounds / Aural Comprehension

Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
1	2.09	3.2	0.56	0.8
2	3.00	4.3	1.33	1.9
3	1.00	1.4	5.00	7.1
School	2.03	3.0	2.30	3.3

Word Reading / Sentence Reading

Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
1	----	---	----	---
2	0.0	0.0	----	---
3	----	---	----	---
School				

TOTAL

Grade	Average Gain	Average/Monthly Gain Rate
1	2.04	3.1
2	1.00	1.4
3	0.00	0.0
School	1.01	1.5

Stanford: Part I (Grade 3)			Part II (Grade 4)	
Item	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
Word Meaning	-.30	-.4	.85	1.2
Paragraph Meaning	.25	.4	1.35	1.9
Vocabulary	1.75	.4	--	---
Spelling	1.00	1.4	.35	.5
Science and Social Studies - Concepts	--	---	.93	1.3
Language	--	---	.03	.0
Word Study Skills	.0	.0	.58	.8
Arithmetic	.85	1.2	--	---
Arithmetic Comprehension	--	---	.0	.0
Arithmetic Concepts	--	---	.13	.2

Fifty-three percent of the Kula School Title I pupils achieved the criterion of one average monthly gain for the mathematics skill and 65% met or surpassed the criterion for the reading tests. With the exception of the first grade students who achieved a remarkable 4.0 average monthly gain, the overall gains for math were much lower than in reading skills. All test results show extremely low correlation scores indicating that the achievements were not made collectively by the pupils. The probability scores for Aural Comprehension was due to chance and therefore the gains are insignficant.

PAIA

TABLE 10

Overall Gain by School

TEST	PRE	POST	GAIN	CORR.	PROB.
Gilmore-Oral Reading Test					
-Accuracy	2.8	4.1	1.3	.58	.001
-Comprehension	2.6	3.7	1.1	.15	.001
California Achievement Test					
-Vocabulary	3.4	4.4	1.0	.84	.001
-Comprehension	3.2	4.6	1.4	.72	.001

Pre-post period = 7.0 months

Gilmore - Reading Accuracy			Reading Comprehension	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
2	1.37	2.0	1.65	2.4
3	1.17	1.7	1.03	1.5
4	2.02	2.9	1.74	2.5
5	0.86	1.2	0.16	0.2
6	0.34	0.5	0.68	1.0
School	1.15	1.7	1.05	1.5

California Achievement Test - Vocabulary			Reading Comprehension	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
2	1.08	1.5	1.65	2.4
3	0.85	1.2	1.05	1.5
4	0.96	1.4	1.63	2.3
5	1.06	1.5	0.98	1.4
6	1.06	1.5	1.32	1.9
School	1.00	1.4	1.33	1.9

California Achievement Test - Total

Grade	Average Gain	Average/Monthly Gain Rate
2	1.4	2.0
3	1.0	1.4
4	2.5	3.6
5	1.04	1.5
6	0.98	1.4
School	1.38	1.98

Based on the California Achievement Test results presented on Table 10, 92% of the Paia School Title I students were able to achieve or surpass the project criterion of one average monthly gain. Eighty-two percent of the pupils did equally well on the Gilmore-Oral Reading test. Overall, the students at Paia averaged 1.7 month per month gain during the pre- and post-test interval. Among all grade levels, scores in vocabulary skills showed the lowest gains. Fourth graders were the most successful grade level group within the school by showing the highest achievement rates for both the achievement and oral reading test.

WAIHEE

TABLE 11

Overall Test Results by School

TEST	PRE	POST	GAIN	CORR.	PROB.
Gates-McGinite					
-Vocabulary	3.2	4.1	.9	.58	.001
-Comprehension	2.7	3.5	.8	.48	.001
Wide Range Achievement Test					
-Reading	3.4	4.2	.8	.75	.001
-Spelling	3.2	4.0	.8	.73	.001

Pre-post period = 7.0 months

WRAT - Reading			Spelling	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
4	1.2	1.7	1.2	1.7
5	0.6	0.8	0.9	1.3
6	0.9	1.3	0.6	0.8

Gates-McGinite - Comprehension			Reading Survey D (Vocabulary)	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
4	0.7	1.0	0.9	1.3
5	0.7	1.0	0.7	1.0
6	0.8	1.1	1.2	1.7
School	0.7	1.0	0.9	1.3

With slight differences between tests, about half of the Waihee Title I students met or surpassed the project criterion of one average monthly gain in reading skills. Specifically, 59% of the students met the criterion on the Gates-McGinite test while 50% achieved criterion on the Wide Range Achievement Test. Among these pupils the average gain was 1.3 months per month gain. The fourth graders scored well, showing an average of 1.7 months per month gain while the sixth graders did the poorest with only .8 per month gain. Generally, the scores

of the vocabulary subtest showed better gains than the comprehension scores. Correlations for the Gates-McGinite Test were low, indicating that the gains were not made as a group.

WAILUKU

TABLE 12

Overall Test Results by School

TEST	PRE	POST	GAIN	CORR.	PROB.
California Achievement Test					
-Vocabulary	2.5	3.3	.8	.67	.001
-Comprehension	2.1	2.9	.8	.56	.001

Pre-post period = 7.0 months

	CAT - Vocabulary		Reading Comprehension	
Grade	Average Gain	Average/Monthly Gain Rate	Average Gain	Average/Monthly Gain Rate
3	0.7	1.0	0.8	1.1
4	0.8	1.1	1.1	1.6
School	0.8	1.1	1.0	1.4

CAT - Total

Grade	Average Gain	Average/Monthly Gain Rate
3	0.8	1.1
4	1.0	1.4
School	0.8	1.2

Wailuku Elementary School's Title I project was successful in helping 71% of its pupils to achieve the project criterion of one average monthly gain in reading skills. This was near the criterion achievement of 80% for the school remedial project's effort.

The California Achievement Test results on Table 12 show that the fourth graders made exceptionally high gains in reading comprehension - 1.6 average monthly gain. The correlations were moderate for vocabulary and low for comprehension although the gains were evenly distributed between the third and fourth graders in both skill areas.

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TABLE 13

Achievement Test Results by Grade**

GRADE	TESTS***	PRE	POST	GAIN	CORRELATION	PROBABILITY
1	Wide Range Achievement Test - Reading	.7	1.3	.6	.34	.001
2	Wide Range Achievement Test - Reading	1.1	2.3	1.2	.77	.002
3	Wide Range Achievement Test - Reading	1.4	2.5	1.1	-.22	.001
	California Achievement Test					
	-Vocabulary	2.5	3.2	.7	.70	.001
	-Comprehension	2.0	2.8	.8	.48	.001
4	Wide Range Achievement Test - Reading	2.6	3.6	1.0	.85	.001
	-Spelling	2.5	3.5	1.0	.82	.001
	California Achievement Test					
	-Vocabulary	3.3	4.2	.9	.83	.001
	-Comprehension	3.0	4.2	1.2	.70	.001
	Peabody Picture Vocabulary Test					
	-Mental Age	78.9	85.2	*	.78	NS
5	Wide Range Achievement Test - Reading	3.0	3.5	.5	.94	.001
	-Spelling	2.4	3.3	.9	.90	.002
	California Achievement Test					
	-Vocabulary	3.4	4.5	.9	.68	.001
	-Comprehension	3.7	4.6	.9	.62	.001
	Peabody Picture Vocabulary Test					
	-Mental Age	82.4	77.8	*	.36	NS
6	Wide Range Achievement Test - Reading	3.5	4.1	.6	.85	.001
	-Spelling	3.8	4.3	.5	.84	.01
	California Achievement Test					
	-Vocabulary	3.8	4.1	*	.47	NS
	-Comprehension	4.0	4.3	*	.36	NS
	Peabody Picture Vocabulary Test					
	-Mental Age	91.5	85.7	*	.78	NS

* The difference between pre- and post-testing is best interpreted as having occurred by chance, i.e., no reliable gain.

** See Appendix for list of schools included in each grade. Appendix B.

*** Only those tests which were administered to at least 10 students within a grade are reported.

Note: NS means not significant

Maui District Title I Remedial Projects

TABLE 14

Percent of Pupils Meeting and/or Surpassing
Previous Rate of Learning

School*	Average Rate	Distribution by Grade Levels							
		1	2	3	4	5	6	7	8
Haiku	60	100	80	33	50	67	40	100	
Iao	86							100	83
Kaunakakai	48	44	17	100	67	67	0		
Kihei	53					50	69	36	
Kilohana	77			100	86	71	86		
Kula	61	78	33	0	75				
Paia	84		50	100	89	80	80		
Waihee	59				57	42	75		
Wailuku	61	50	57	75					
District Average	65	68	48	68	71	63	58	79	83

*Tests used by each school listed in Appendix C.

Although additional analysis was not suggested in the project's objectives, the academic achievement scores can further substantiate the efforts of various remedial education projects. By presuming that the pupils' pre-test scores represented their accumulation of previous achievement, a baseline monthly learning rate was established for each pupil. The pupils' kindergarten year was not included in the computation, hence a student in the fourth grade in September, 1972, with a pre-test score of 1.5 grade equivalence was credited with a monthly baseline rate of .5, or half a month gain per month for the previous 30 months of school (grades 1, 2, and 3 @ 10 academic months per year).

Table 14 represents the percent of average achievement of the participating pupils by school. On a district-wide basis, 65% of the target Title I students participating in remedial projects improved their learning achievement at a rate equal to or better than previous years. For these pupils, remediation indeed occurred during the 1972-73 academic year. Although direct comparison among the success rates of the schools is largely invalid because most of the schools applied different measuring instruments, it is noteworthy that Iao, Kilohana and Paia schools were more successful than the district average. The first, third, fourth, seventh and eighth graders surpassed the district average while the second graders were least successful. In the absence of any control group data, this information will, at best, be more useful next year if similar analysis is done with the achievement test scores.

EVALUATION AND DISCUSSION

This is the second year that the SWDRC has evaluated the Maui District Title I programs. There have appeared to be many improvements noted in the instructional quality and classroom management techniques. The dedication and efforts by the District's Title I staff have been noted and the general improvements are praiseworthy. Obviously, as the results indicate, further improvement is still required. The following comments are suggestions and recommendations based on all the observations, interviews and data collected by the evaluators. Each school will be appraised separately, followed by recommendations to all the schools in the Remedial Reading Component.

Haiku School

One full-time project teacher was assigned to a very adequately furnished and situated classroom within Haiku School. The available space was more than ample for the educational requirements of this project. Available instructional materials on display within the classroom appeared to be more than adequate and the instructional strategy included small group and individual conferencing with pupils. Further, all students were observed to be assigned to different academic tasks and most of them proceeded fairly independently throughout most of the class period.

The academic program of this remedial project can further improve its effectiveness if the teacher will identify the appropriateness of the occasions of using either individualized or group instructional strategies for specific tasks. One of the activities noted (identifying beginning, middle and ending sounds) was conducted in a group situation and would have been more effective had it been individually applied since all students were obviously not functioning at the same level.

While the students did have working contracts, task completion appeared to be inexpedient and less reinforcing to the pupils than it might have been. The use of less cumbersome contract (simplified note cards), a well defined reinforcing events menu, and greater incentives would have aided the success of this project. The students' motivation to work would have been considerably increased had they been presented with more appropriate and meaningful incentives such as enrichment activities including games or other privilege activity reinforcers engaged in during earned free time.

More extensive use of positive social and achievement reinforcers would also have been of benefit to the project. Reinforcing wall charts of pupil progress and competitive "clubs" within each class period would have served similar advantage.

The achievement test results show that Haiku School's target students were generally more successful in their academic efforts than those at other schools. A closer look at the data submitted by the school infers that additional emphasis should be put on comprehension skills for the fifth graders and all reading skills for the sixth graders. This means that the academic instructional materials for this target group should be reviewed as well as the instructional strategies employed to help them achieve greater gains in the future.

The goals of the Compensatory Education program at Haiku School were evidently met with significant success. Generally, the objectives of the remedial improvement in the pupils' ability to read were met and surpassed. While effective remediation for all children was not achieved, its better than average success is noticed. This project should benefit from its experiences, limitations and methods of success. The community of Haiku, Maui, should appreciate this extra program of instruction and insist upon its further evolvement, refinement and expansion.

Iao School

The Iao School Title I project component evolved during the year as one of the more unique approaches in Hawaii public schools faced with the problem of underachieving and alienated students. In the early months of this project, the project teacher-counselor (newly assigned to the school), at the bidding of the school's principal and other interested teachers, established a five-teacher team approach to extend remedial education services to the educationally deprived target students. Among the five teachers, a total of 58 identified pupils between the sixth, seventh and eighth grades were programmed for a sequence of academic task oriented school activities. Twenty of the 58 students were eligible to receive Title I services.

The students were managed with a task oriented behavioral contract system developed and monitored by all five participating teachers. The contracts were backed with token "points" which were in turn supported by privilege activities conducted weekly by the staff. The Title I students also received additional counseling services as specified in the project proposal. The goal of the special effort by the five participating teachers was to enable the students to return to regular classrooms and activities of the school. Although the target group was identified by the teachers, particularly in prescribing appropriate academic and non-academic tasks, the total group was large enough that it minimized the stigma and labels usually associated with such self-contained programs. Further, because the teachers were scattered in classrooms throughout the school, there was little evidence of

the children being ostracized for their participation in the program.

The special talents and services of the four other non-Title I teachers were extended to include all Title I target students and this served to strengthen the programmatic input for the project. When students were referred for servicing by regular classroom teachers within the school, they generally brought in their respective academic assignments. The Title I project teacher-counselor and the referring teachers usually collaborated their efforts to prescribe appropriate academic tasks for the referred students. Science Research Associates (SRA) self-instructional programmed materials were used to supplement students with reading/language arts deficiencies.

Classroom mangement consisted of one to one or small group attention including the use of peer teaching aides from among the ranks of the participating students. Group activities were effectively applied to stimulate class discussion and participation. The high student responses and participation rate in the program, as observed by the SWDRC evaluators, indicated that the project was fairly successful in helping these students improve their attitudes toward school.

Considerable effort should be directed in the future to identify those students whose absence rates were higher than the Maui District norm. Special contingencies involving school attendance for the entire school day should be developed and implemented.

To the extent which the project teacher-counselor and his colleagues can be so highly commended for their innovative efforts, the reverse holds true for their method used to collect data

information on the progress of the pupils. There should be greater emphasis to obtain and utilize pinpointed data for specific deficiencies including more accurate attendance and referral data, academic progress data and specific information and data regarding the pupils' general behavioral responses in school. The school will need special assistance and consultation in identifying and applying appropriate attitudinal measuring instruments. The SWDRC recommends two possible instruments for next year, including the Environmental Influence Scale (EIS) and the Internal-External Scale (I-E Scale) developed and available through the Center.

Kaunakakai Elementary School

This was the first operational year for a Title I project component at Kaunakakai Elementary School on Molokai - Maui District. Blessed with the sincerity and dedication of the young teacher assigned to the classroom, the overall efforts of the project, although less than fully successful, are praiseworthy. Instructional materials ordered for the project were late in arrival and the variety of materials available was more limited than other established projects within the district. However, the teacher was successful in designing and implementing a highly effective and efficient pupil management system within her classroom to enable maximum learning opportunities despite the limitations.

There were evidences that an individualized approach to instruction was designed and implemented. A behavior management system including the use of extrinsic and tangible token "points" was applied to motivate pupil effort within the classroom. The classroom was appropriately designed to prompt and stimulate productive efforts by the students as evidenced by the display of achievement charts and graphs for each pupil.

Upon recommendation from the evaluation consultant, the pupils' 30 minute daily sessions were increased to a more manageable 60 minutes thereby increasing the amount of time they could receive remedial services.

This project should discard its use of the Peabody Picture Vocabulary Test (PPVT), which is quite inappropriate as a pre- and post-achievement test for a reading project. In its place the Peabody Individualized Achievement Test (PIAT) should be

used. Additionally, the project teacher may use an appropriate reading diagnostic instrument such as the Spache Scales, the Silvaroli Classroom Reading Inventory (CRI) or teacher-made placement and progress tests for prescriptive work.

With the acquisition of additional and more appropriate instructional materials - much of which may have to be made by the teacher - this project has the potential of significantly increasing its performance among the target pupils at Kaunakakai Elementary School.

Kihei School

Despite the apparent dedicated, sincere and sometimes "valiant" attempts of the project teacher assigned to the Kihei School remedial reading component, this project was far from successful in achieving the specified objective criteria. Although the available materials, teaching equipment and resources were quite adequate, the school was unable to provide suitable classroom facilities to accommodate the 32 targeted children at Kihei. In fact, the "classroom" was actually a former storeroom which was only adequate to accommodate storage of the quantity of instructional materials and equipment available to the project.

To further depress the poor performances of the Title I students at Kihei, there was apparently little effort directed to solicit the support and cooperation of the regular teaching staff who referred educationally deprived pupils to the project. With the exception of one teacher in a regular classroom - who, as observed by the SWDRC evaluators, was incompetent as a teacher - the project teacher devoted all the remaining periods of her instructional day in the "closet" classroom rendering academic instruction to deprived students. It was quite obvious that these children were even further deprived as they participated in this project.

The lack of success which occurred through this remedial reading project, however, may not be directly attributable to the project teacher or her organization of it. The project teacher is apparently justified in the causes which led to her frustrations.

With more adequate classroom space and facilities, and increased school-wide cooperation, this program could have achieved success far greater than it actually did. A greater benefit to the pupils involved would have occurred had there been an understood system of positive reinforcement, individualized instruction, and a greater use of the available automated teaching-learning devices.

This project will require additional and considerable consultation services of expert remedial and behavior management specialists along with greater school-wide cooperation and administrative support.

Kilohana Elementary School

This remedial project involved two Title I project personnel, a reading teacher and a counselor to provide academic and non-academic support to the educationally deprived target students of Kilohana. The remedial classroom settings, operated separately by the teacher and the counselor, although somewhat overlapping in nature, featured good use of individualized instructional approaches. All students were observed to be performing individually prescribed academic tasks most of the time.

The remedial reading program featured a highly structured motivational system based on the Individual Programmed Management system (IPM system as designed by George A. Fargo and Robert T. Omura of the University of Hawaii). Extrinsic rewards and tokens were prominently exhibited in the classroom. The students were provided with many choices to trade in their tokens, although the teacher expressed some concern over the relevancy of some of her offerings. Over the past two years, the project has acquired an excellent supply and variety of appropriate instructional materials. The remedial setting further showed evidences that the teacher was able to devote much attention to individual pupils while others were assigned to perform self-directed academic tasks. It was evident that the teacher was able to appraise the progress of each pupil daily.

The project counselor's program also exhibited efficient use of the instructional materials within a setting of good individualized instructional approaches. The counselor worked individually with most of the students referred to him. The classroom facilities

appeared very adequate and comfortable with excellent equipment and materials. It was readily apparent that the counselor was able to establish good rapport with the pupils as well as obtain their respect for him.

The greatest flaw in the Kilohana program rests with what appears to be a lack of appropriate program goals and a program structure to achieve these goals. The presence of two persons performing generally similar functions in two separate facilities with separate sets of equipment, supplies and other materials about the same target group, seems very lavish for a school the size of Kilohana. There exists a need to review the role of remedial efforts at this school. Considering the past academic performance scores of the total school (SCAT and STEP), serious consideration should be directed toward establishing a remedial format for 90% of the pupils while establishing a "regular" or exceptional program for the 10% of pupils who are maintaining adequate academic progress. This means that the school should assign seven of its regular teachers to remedial efforts while one teacher can sufficiently handle the regular curriculum for the few students who don't need remediation in basic skills.

The school should also discard its present use of the Peabody Picture Vocabulary Test (PPVT), the Stanford Diagnostic Reading Test and the Metropolitan Reading Test in favor of more appropriate standardized instruments such as the Peabody Individual Achievement Test (PIAT) (for measuring pre- and post-achievement for all pupils) and the Spache Scales or Silvaroli Classroom Reading Inventory (CRI) for diagnostic and prescriptive requirements.

The counselor should attempt to specifically identify the 32% of students who achieved absence rates above the Maui District norm and establish attendance contingencies for these students early in the year. Particular emphasis should be placed on identifying the 14% who increased their absenteeism during the year. The referral statistics show that this was not a severe problem for this small school of 110 students. The objective which relates to the problem of student referrals should be re-stated to target only students who are referred for specifically pinpointed behavioral problems.

Taken separately, and overlooking its duplication of efforts, both remedial efforts at Kilohana Elementary School appeared to be well managed with sufficient teaching machines, individualization of instructional tasks, and systematic procedures. That it lacked greater academic gains by its target students because of inappropriate measuring instruments was one its major drawbacks.

Kula School

The Title I ESEA project component at Kula School was designed for the purpose of improving the general language arts and mathematics skills of the referred pupils from the school. This focus on general language arts and mathematics skills was a departure from other Title I schools in the district since its most recent school-wide academic achievement (STEP and SCAT) scores indicated that reading skills were not as much in need of remediation as the former skills identified above. Realizing that language arts skills of writing, speaking and listening and the computational skills are additional keys from which can come greater academic and social achievement, the objective of this program was to significantly improve the students' abilities in these areas.

This remedial program at Kula School was organized and conducted from the beginning of the year by one full-time project teacher, who exhibited adequate skills and considerable experience in the required functions for the position. Although the project was located in a rather limited facility, the space available was effectively utilized by the teacher. Instructional materials and equipment appeared to be more than adequate for the required instruction.

The teacher was able to implement a fairly good long range motivational system for her pupils with appropriate incentives presented visually within the small classroom area. There was, however, a lack of appropriate short-term incentives or the dispensing of immediate positive social and privilege reinforcements which would not have incurred any cost to the teacher or the school.

There was ample evidence that the resourceful project teacher prepared much of her own instructional materials and applied good integration between her own materials with those available through commercial publishing houses. However, and perhaps due to the space limitations of the facility, there was little evidence of self-direction among the pupils observed. The extremely low correlation scores indicate that some students moved ahead rapidly while others were slower to achieving gains. A more efficient means of diagnosis and more frequent and accurate progress appraisal is needed to identify the pupils who need additional remediation.

The Title I remedial project at Kula School was undoubtedly of benefit to the pupils, school, and its rural community. This project, if it is continued under any auspices - Title I or otherwise - should be expanded, and improved with additional refinements of innovative educational procedures. Residents, families, and children of the Kula area could beneficially avail themselves of such a needed program. The future success of this program, with the improved use of objective behavioral management, could do much to help alleviate the underlying need for remedial help in reading for the children of the Kula community.

Paia School

The Paia School remedial reading project was unique among the Maui District Title I projects in that it surpassed most schools in achieving the various criteria specified for the Maui District Title I program. The referred target pupils involved in this program were given remedial instructions under the direction of one full-time project teacher. The classroom facility was more than adequate to meet the prescribed educational needs of the pupils and it was located centrally in an easily accessible location. The desks, tables, and shelves were organized in such a way that instructional materials were close at hand, with tables, carrels, and teaching machines nearby. Throughout the room were displayed the achievements of the pupils by which they could visually see some of their accomplishments and receive peer as well as teacher recognition.

Noticeably lacking, however, was a reinforcing events menu from which the pupils would have been able to quickly associate work requirements with meaningful rewarding events. Nor did the pupils have a well defined or clearly understood section of the room set aside from high strength activities which the children could undertake upon completion of the basic assigned academic tasks.

The Paia project included a wide variety of appropriate instructional materials and there appeared evidences of good record keeping which further enabled the teacher to maintain up-to-date progress monitoring on the pupils' performances. While the project was particularly successful with the academic achievements of the fourth and third graders, the data indicate a need to improve the instructional program and strategies for the reading accuracy skills

among the sixth graders. Some attention might also be focused on the instructional materials and strategies for vocabulary skills.

More than any other project component in Maui District, the remedial program at Paia School was a balance between what was effective and efficient versus the ambiguous and missing. The facilities, individualized materials, planning and organization were good and/or well implemented. The system of starting each day's activities with a high strength group "game" was unique and apparently beneficial to obtain the students' attention. This program might have far exceeded the success shown if more evident incentives had been available. Nevertheless, the help to the pupils which this remedial project gave them is not unnoticed. In future years, and with further experiences, this remedial reading program may likely be the most effective in all areas for the Maui District. The children of Paia could well use such a program.

Waihee School

The remedial reading project component of ESEA Title I at Waihee School was established as a supplementary educational service for children from economically, culturally and educationally deprived families. The target pupils of this reading project consisted of the most underachieving children from this rural, predominantly Hawaiian community on Maui. Recognizing that an ability to read is the first and greatest requirement to one's education, this program exclusively emphasized improvement of the pupils' reading level. The objective of this program was to offer the target pupils supplementary instruction in reading so they would achieve an academic gain of .1 month per month gain in reading skills during the year. This remedial effort was, as the objectives of the program, also coupled with an attempt to improve the pupils' interest in reading activities.

The Waihee Title I project was undertaken by one full-time teacher. Located in rather cramped but adequate space, the classroom was designed to accommodate individualized instructional strategies. The books and other instructional materials were placed on tables in appropriate locations for easy access by the pupils.

The project teacher applied systematic techniques of behavior management by providing individual and group incentives - particularly activity reinforcers which were dispensed after school and on weekends during the teacher's free time. The project also involved good parental participation by encouraging school involvement and particularly helping with the high strength activities earned by the students. The behavioral management system apparently improved the self-management

behaviors of the pupils, as most of them were observed to be quite independent and functioning "on task" during academic periods.

The results of the achievement test data indicate that there is a need to re-examine and improve the diagnostic procedures applied in this project. The data further show that the fourth graders achieved high gains and the procedures applied to this category of learners should be continued and expanded. However, the opposite is in order for the older pupils, particularly the sixth graders who achieved the lowest gains. The inclusion of creative writing activities, as an example, may help to improve spelling skills and further make reading tasks more relevant and interesting for them.

The correlation scores indicate that there is a need to identify the students who are not making adequate academic gains and diagnose their individual needs more specifically.

The Waihee School's remedial reading project demonstrated innovation, creativity, and fine teacher dedication. The ambition and insight of the project teacher should be envied and replicated by other projects. This operation was well managed, with sufficient materials and systematic classroom procedures. This project should be continued, enlarged, and further refined in the following years, to the great benefit of the pupils of the Waihee community.

Wailuku Elementary School

One full-time project teacher and her educational assistant were responsible for the development and direction of the Wailuku Elementary School ESEA Title I remedial reading project. The resource center was centrally located in the main building and in a large and comfortable classroom. The project made good use of teaching machines, including audio and visual devices to supplement the directive teaching provided by the assistant and the teacher. There were very adequate instructional materials for individualized prescriptions and the project teacher exhibited a good knowledge of the materials at hand. She also provided a good variety of learning tasks and used her teaching equipment well.

The instructional strategy appeared to be more in favor of one-to-one tutoring rather than through the application of self-directed activities. There is a need to develop and apply additional individualized strategies in the classroom, especially since there is an educational assistant to assist with the activities. Peer tutoring dyads may be effectively incorporated with the present procedures and provide helpful alternatives to the present approaches. Enrollment, per period may be increased with greater emphasis on self-direction and the time spent per period by the pupils may also be increased to their benefit.

Furthermore, the development and utilization of a consistent motivational system may increase the pupil production to enhance academic and attitudinal growth.

The achievement test data showed very steady gains for both grades three and four. The instruction of comprehension skills for grade four was apparently effective and this should be continued. The low correlation indicates that the class did not move up as a group, and it appears that some students made no gains at all. The students making little or no gains should be identified with more precise and frequent progress assessments and their specific needs and learning tasks should be given closer scrutiny. A commendable percentage of pupils (71%) achieved the criterion standard established for this project.

The objectives of the Compensatory Education program at Wailuku Elementary School were undoubtedly met by a substantial number of its student beneficiaries. The successful management and operation of this program, although with a lower than necessary teacher-to-pupil ratio, is noticed and commended. The school, the Wailuku community, and the District all benefited from this remedial program. The success of this reading project, however, was of the greatest advantage to the individual pupils involved.

CONCLUSION AND RECOMMENDATIONS:

There are a number of needs that are predominantly identified throughout most of the school projects. It is hoped that the following recommendations will be given serious consideration to further improve all Title I operations in Maui District.

Diagnostic and Achievement Testing

1. There are too many different tests being used by each of the projects. Comparative data will be more useful and informative if all schools were to agree upon the use of one or two reliable achievement tests. Diagnostic tests selected at the school levels can be supplemented to meet individual school requirements. The Peabody Individualized Achievement Test (PIAT) is recommended as the basic achievement test for all Title I schools of the Maui District. Most schools should use this test next year. As it was recommended in the 1971-72 evaluation, achievement testing can be limited to once a year application - May of each year. This will compensate for the time required to administer the test individually.*

2. Correct testing procedures should be carefully followed and enforced. Ideally, achievement testing should be administered by a third party to help eliminate discrepancies. If this is not feasible, then random testing by the evaluation team is recommended.

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*The Spache Scales or the Silvaroli Classroom Reading Inventory (CRI) are two of the many instruments available for diagnostic purposes. It is not necessary, however, to administer more than one achievement and one diagnostic test. Formal testing should be minimized in favor of more frequent progress checks on informal bases.

3. After the students are tested with appropriate diagnostic instruments specific instructional tasks should be established for each student, according to his diagnosed needs, and an individual program should be arranged in accordance with the criterion behaviors he is expected to attain. An efficient means of record keeping should then be implemented to enable an up-to-date progress check on each pupil.

Specifying Objectives

1. There is definite need to specify, for each student, the instructional objectives required for him to meet his academic requirements. This can only be accomplished after careful diagnosis of the learner's needs. Objectives which are specified via observable and measurable terms enable the teacher to select appropriate learning activities.
2. The second objective of the Maui District Title I remedial project components specified that "80% of the pupils will foster good leisure reading habits by an increase of 50% in self-directed reading by the year's end." This objective was not evaluated since none of the projects submitted appropriate data for this to be appraised. It appears that few of the project personnel were aware of such an objective. All project objectives should be clearly communicated with all school and project personnel involved.

Data-Results

1. The data indicate extreme deficiencies in pre-post gains of the sixth graders in all schools. They consistently had the lowest gains, and in some instances negative gains.

2. The fourth graders did the best, according to pre-post test results, in all schools.

3. Correlation statistics were, on the average, moderate to low.

4. Comprehension scores were consistently lower than scores for vocabulary and other areas.

Recommendations

1. The problem of the sixth graders' lack of adequate academic success indicates a critical need to re-assess the efficacy of the remedial program in the Maui District. It is interesting to note that the 1972-73 Operation Tutor project conducted by the Hawaii District ESEA Title I program achieved the greatest academic gains among older elementary and secondary pupils who were designated tutors in the unique peer tutoring program. Available information from research conducted on tutoring programs suggest that this teaching-learning strategy should be seriously considered by the Maui District. It requires minimal cost as compared to the remedial resource room concept operated by Maui District. Certainly, adequate reading remediation must occur by the sixth grade if these students are to succeed in the secondary levels of school.

2. More instructional emphasis should be placed on comprehension skills. Many students are unable to remain seated and read stories for a long period of time, with the related comprehension questions from the story thus being not understood. One approach may include the use of games in connection with paragraph reading and comprehension. Additionally, students may write short, creative paragraphs and write questions for other students.

3. The fourth grade curriculum is apparently superior at most schools and should be continued.

4. Although all students cannot be expected to gain at the same rate, a low correlation indicates a greater variation of gains among the students. If some pupils are gaining much more and others much less, the probability of this occurring indicates that those gaining more have had their needs met, while others have not. A more systematic progress checking system is required to enable the teachers to keep abreast of each pupil's daily accomplishments and failures.

Although most remedial projects located at the various Maui District schools apparently received good support from the school administration and regular teaching staff, there were indications that some projects did not obtain the kind of positive sanction and cooperation that are necessary to assure program success. These programs should not be "dumping grounds" for the personal convenience of other teachers. Children should be individually diagnosed and referred to the most appropriate intervention program available within the school or district. When weaknesses are identified in the regular school programs through school wide assessments, it is these programs which should be the target of improvement - rather than individual pupils. Greater effort should be exerted to provide remedial help to the individual children within their classrooms rather than risk the problems associated with labels and stigma that are most apt to occur when children are sent "out" to "special" classes.

Finally, it is strongly recommended that all teaching personnel be given sufficient training to develop the skills necessary for more

accurate monitoring and reporting of evaluation data. All evaluative appraisal should be done by a third party including the monitoring, recording, collation, analysis and interpretation of data.

PARENTAL INVOLVEMENT

The concept of active "parental involvement" is a relatively recent development within the philosophy of American public education. Its influence continues to expand over stated educational goals and aspirations. Many parents, however, ask why it's necessary for them to become involved with what the teachers "should be able to take care of."

Yet there is a difference between parental concern and what the teacher is able to do for the child. As educational systems grow ever larger they also become proportionally structured and increasingly bureaucratic. "Education" becomes a process of moving the children from one grade level to the next; success of the teacher or school is measured in average scores; with a recorded letter grade serving as the index of judging the nature of the child's work.

The underlying premise behind the need for parental involvement with the child's education is that learning is not confined to the process of overt instruction. Nor is it limited to the classroom or school building, but continues throughout the child's active day wherever he may be and whatever he may be doing. The educational goals and accomplishments of the child may be strengthened, deepened, and reinforced by influences outside the school. The unmotivated, underachieving, estranged, or alienated student has learned how to behave in these ways. So too has the successful, interested, and motivated student learned his behaviors. Both of these children generally learn such things at home. The child's parents are his first and primary teachers, from which the extent, direction, and motivation behind his formal education will arise. The

relationship between parent and child, unequalled anywhere else, provides for his motivation, reinforcement, and success in learning. No other relationship is able to establish such influence within a short period of time.

The goal of parental involvement is to establish communication between the child's parents and teachers, to mutually identify the needs of the child, to help each other understand what they can do for their child, and to coordinate the efforts of both parent and teacher to create a positive and supportive learning environment for the child. On the one hand, the teacher presents interesting learning activities which the child can accept, and the parents, on the other help and motivate their child to learn - and want to learn more. Unless the student is respected, appreciated, encouraged, and understood at home, any instruction he receives at school will not be of lasting benefit to him. The student who is successful, proud of his work, his accomplishments, and of his increased ability cannot leave this part of himself within school. Yet, when at home, if his academic effort is not appreciated and not positively reinforced, he will feel lost and unsuccessful. Such a student is trapped between trying to please the teacher by doing good work and trying to fulfill his less-than-successful role at home, which he perceives as expected from uninvolved parents.

There are four major barriers which stand in the way of increased parental involvement with the school and their child's education. First and most significant is the vacuum of communication that exists between the teacher and parent. Ideas and opinions are seldom - if ever -

exchanged, with relatively no feedback to either parent or teacher regarding the working progress of the child. Whatever contact is made is often misunderstood or ignored. Secondly, parents tend to see themselves as being too busy to make personal contacts with the school, to talk with their child's teachers, or to personally help and encourage the child with his work. Something more important "has to be done". There just doesn't seem to be enough time to become involved.

A third barrier to increased parental involvement is the traditional assumption that it's the teacher's job to educate the children. Afterall, the teacher has the training and experience, and he's getting paid for his work. If the teacher can't do it, what good could the parent possibly be? Parents view themselves as being inadequate and without the necessary training or qualifications to be their child's teacher. Parents sharing this belief carry a very limited view of what education really is for their child. The fourth major limitation to better involvement by the parents is their lack of understanding the child's academic needs. What does he need to learn and why? What can the parents do and what effect will their child's education have upon his life? What is the child really doing in school? These are but a few of the questions which parents must take seriously before they can begin to help shape the pattern, success, and personal development of their child's progress in school.

Greater parental involvement will occur best if it first arises from a need which is felt within the home. Parents interested and eager to know more about their child's school and his progress there are likely to initiate the first contact with the teachers. This, however, is seldom the case. If the child does good work, the parents are satisfied; or if

he is failing or disruptive, cutting classes or underachieving, many parents tell themselves that they are unable to intervene in behalf of their son or daughter. In either case there is little or no personal involvement with the child's education or the school's operation.

When this occurs it is up to the teacher to begin communicating with the parents. Communication initiated by the teacher, at the initial sign of misbehavior or underachievement, will likely be aversive to the parent. This will hinder future efforts by parents to initiate contact with the school. On the other hand if initial contacts by the teacher are positive, for pupil accomplishments rather than misdeeds, there is a good likelihood that future parent initiated contacts will occur. Teacher-to-parent contacts may involve meeting with the parents during or after school, making home visits or telephone calls, acquaintance with them through the Parent Teacher Association, letters sent home, or schoolwork, short memos of accomplishment and completed teacher-pupil contracts taken home by the child. A direct and reliable avenue of communication first needs to be established with the parents, followed by increasing contacts initiated by the parents, and finally, an active involvement by the parents for their child's life and work at school. At that point the child will begin to develop a feeling of self-respect and importance, with his grades, attendance, and behavior significantly improving.

Once involved with their child's educational well-being, parents will notice the changes which occur in his work and attitudes. Parents should be able to fill a positive and reinforcing role in regard to their child's learning processes. Such a role should involve both their activity in the school program and their active concern for motivating the child's

educational efforts. Their concern will tend to increase their involvement and participation in the work of the child, and this will itself further increase their concern and activity. Parents may become involved in the decision making powers of the school, they may join the Parent Teacher Association or the Parent Advisory Council, serve as voluntary aides within the classroom, or help with clerical tasks. They will help their child with his homework, praise him for his efforts at school, and express their appreciation for his studious activities.

The parents involved in their child's education will also tend to become politically concerned, to consult with teachers and principals, to participate in the social events of the school, to establish an environment in the home where their child may study in quiet, and positively reinforce the academic effort and successes of their child. Of primary importance is the parents' expression of appreciation and praise for his work, for unless the child feels that his schoolwork done at home is valuable he will not likely think such work at school to be of much importance to him. The child, with unconcerned parents, will learn that it's easier for him not to do schoolwork at home than to struggle along with both parent and teacher questioning his motives.

Good parental involvement with the processes and dynamics of public education is not a simple task to attain. When parents are involved, the school and teachers will respond. Changes and alterations in staff, programs, and instructional methodology will occur. Such involvement as this constitutes a process of communicating, understanding and acting, parents and teachers alike. This two-way communication requires advice, information, consultation, and feedback at all times. Parents as well as

teachers should realize that what is happening to the child will largely determine who he will become, and that this development will continue in its present pattern unless altered by direct intervention. What the child does at school, from his first grade onward, is of greatest significance to him.

The child's later years, in or out of school, are dependent upon his academic success now, and his development will be shaped by his school, his parents, and his general home life, to his benefit or disadvantage. The extent to which the child becomes educated is directly proportional to his motivation to learn, with this motivating influence primarily originating from the home. The involvement of the child's parents with his school and educational processes is of critical importance in his development as an individual of ability and education.

RESULTS AND DISCUSSION

Parental participation and involvement in decision making processes as an integral element in ESEA in Title I program guideline. The schools of Maui District have been blessed with prevalent and positive attitudes toward public schools and its resultant high value placed upon education. Educational efforts are given the highest priority, as is indicated in the State of Hawaii budget. Participation and involvement from the general public in the "business" of education is relatively high, as shown by the various activities and scope of the Hawaii Congress of Parents and Teachers (PTA's) and more recently the PTSA, which includes student participation. The makeup of official decision making processes for educational policies is delegated to the number of groups at

different levels - at the District level the School Advisory Board, which constitutes a group of citizens appointed to this body; at the State level the Board of Education, which is a non-paid body elected by the voters; and the State Legislature which enacts laws providing for financial support of the overall educational system.

Within this framework of citizen participation in the affairs of the educational system, parents at varying levels of involvement are encouraged to participate in the developmental processes of their children The degree and intensity of this participation has varied with the skill and availability of leadership within the school community. Where leadership is adequate and participation vigorously encouraged, participation among parents is very evident. When leadership is lacking or skill absent, parental participation and the organizational structure to support its active involvement are also absent.

In order to assess the degree of parental involvement in Title I programs and to further determine the extent to which active participation which can be expected, the SWDRC evaluators compiled a 20-item interview questionnaire to survey a sample of parents of pupils participating in the Title I program.

A random sample of 39% of the parents in the Maui District were contacted between February and April, 1973. The responses from these parents were obviously subjective as was expected. Yet, due to the carefully arranged nature and sequence of questions asked, some responses were nullified, e.g., in the response to "What is your impression of what's going on within your child's classroom?" was rendered useless and nullified when the same parent indicated that he had not visited the school in recent months.

The best use of these results will be their comparison with similar interview results next year, provided the same instruments and interview procedures are applied.

The average number of school age children per family interviewed, for Maui District, was 2.6. This is contrary to the common belief that disadvantaged pupils belong to "large" families with "many" children in school, and therefore the parents being unable to devote the necessary attention to the individual needs of each child in school.

While most parents interviewed could not identify the specific source of the special educational program that was being offered to their children, most parents could suggest that their children were receiving supplemental help, and were "glad" (84%) that the children were participating in such programs.

Parents of pre-school children were unanimously "glad" that their children had such opportunities, and this is to be expected since these parents had to request their child's admittance. Adequate pre-school programs are non-existent for families in Hana, while the only available services for families in Puunene are located outside of the immediate neighborhood and for Lanai, limited to private programs requiring monthly tuition charges.

Fifty-eight percent of all parents indicated they knew what their children were learning in school, and 62% could identify the names of their children's teachers.

If the school in which their children were enrolled had a PTA organization, 61% of the parents interviewed indicated that they were members of it. Most of the parents, however, couldn't remember when they last attended a meeting, while 25% indicated that the last

meeting they attended was more than two months previous.

Approximately 63% of the parents contacted indicated that their child's teacher initiated contacts with them to discuss the child's educational progress. These contacts were not differentiated between "normal" end-of-the-quarter report card conferences with parents or such conferences that might have been in addition to providing further feedback to parents.

Many parents in Maui District indicated that they had made visits to their children's school within the past month (17%) or more than two months (35%) for purposes other than to transport their children to-and-from school. A significant average 59% of the parents initiated contacts with their child's teachers to discuss their academic progress.

About 52% of the parents have been sufficiently attracted to the schools in order for them to provide direct volunteer services. This includes 100% of the parents in Hana where a unique teacher's aide program involving parents has been established. Much of the help from parents included special chaperoning during class outings, assistance with special-events days, and parties on such occasions as Halloween, Christmas and Easter.

An average of 62% of the parents in Maui District were aware of the homework requirement of their children while 35% indicated they had helped with the homework requirements of their children "sometimes". Interestingly, another 30% of the parents who were interviewed indicated that they "never" helped their children with homework, while 17% stated that they had "always" helped with the homework assignments brought home by their children.

Thirty-four percent of the parents responded that their child's school could do more for his/her education yet 28% indicated that they had made suggestions for the improvement of the school program.

CONCLUSIONS AND RECOMMENDATIONS:

It should be noted that in their eagerness to be hospitable as possible, most parents were apparently "positive" in their responses to the questions asked. This does not mean that responses were not sincere. It merely suggests that the results should be accepted with considerable caution, and only represents parental responses as recorded by the interviews. Generally, all interviewers were graciously received by the parents of these Title I children. Responses appeared to be candid from the parents and did not involve lengthy questioning or probing by the interviewers.

Without separating parents of Title I children from non-Title I parents, the schools should increase their efforts to provide more frequent positive feedback and communication to all parents. Positive feedback of the child's accomplishments rather than negative overtones regarding his failures, will enhance the increase of his positive attitudes toward school and increase the positive parental support of their children's educational efforts.

Although the parents interviewed were generally unaware of such terms as "ESEA" and "Title I," it is not necessary that schools make this special effort to identify such sources of educational financing. Parents should, however, be provided with better opportunities to learn more about what is actually happening to their children with particular regard to the educational programs involved. Through this effort there may occur increases of parental interest in the affairs

of their child's school, resulting in greater parental involvement in the decision making processes of concern.

Often, parents of children who need supplemental educational services may themselves, have been less than successful in their academic achievements. In such situations it is only natural that these parents would tend to be hesitant in helping their children with homework tasks. Homework tasks involve "practice" for those skills learned must be learned earlier in school. Such children should not be expected to learn new concepts or skills, which their parents do not have, by performing such skills at home. If homework tasks are simply the practicing of skills which the child has previously learned, the role of the parent is to prompt the cueing and reinforcement of appropriate study behaviors, rather than trying to teach academic skills that should have been taught by the professional teacher.

The results of the SWDRC questionnaire generally indicate that parental interest and involvement is highest when their children first enter school, e.g., greater support during the preschool and primary years, with interest and participation waning as the children grow older. Schools should identify the ways of maintaining high parental interests beyond the first few years of elementary school. Parental interest apparently diminishes when they are only reminded of their children's failures to achieve. On the other hand, parental interest tends to increase, and their association with school affairs strengthened when they are made more aware of their child's gains and accomplishments. Frequent assessments of the child by the individual remedial teacher will show improvements in academic achievement if and only if the teacher is successful in prescribing appropriate instructional

activities. These pupil gains, no matter how large or small, should be effectively communicated to the parents.

SUMMARY: CONCLUSION AND RECOMMENDATIONS

Through frequent classroom observations and consultations with school personnel during the spring of 1973, the Social Welfare Development and Research Center is able to provide a general indication of the status of Title I projects within Maui District. These are broad conclusions, reached through the assessment of all programs, supported by extensive discussions which the SWDRC held with the project teachers, school principals and District administrators. The recommendations and conclusions refer to all remedial and preschool programs.

Twelve public schools were involved in the Title I effort within Maui District. Nine projects were confined to remedial and related support services to the educationally underachieving and therefore deprived youngsters of the respective schools. Three projects were for preschool children in neighborhoods where such services were non-existent or out of the financial abilities of the families affected. The recommendations here are offered in the belief that the clearest understanding will promote the greatest progress in the development of truly effective Title I programs in the years to come.

A. A better and more well understood classification model of learning activities is necessary for the formal educational environment within Maui District. Several projects appeared structurally disorganized as hit or miss attempts in the "survival of the fittest". Specific academic guidelines ought to be established, understood, and accepted by all project personnel. A suggested model was a) formulation of objectives of learning activities, b) diagnosis of learner's instructional needs, c) participation of instructional activities for the learner, d) the strategies of instruction for the learner, e) motivation of the

learner, and f) evaluation of the learner's degree of achievement of objectives. A more concrete and systematic approach, such as this, ought to be implemented by Title I projects within Maui District.

B. Increased parental involvement and participation with the activities of the schools would be of substantial benefit to the children, program, program support, school, and community. More extensive effort needs to be made in the "public relations" area of school management. The greatest benefit to all projects would be the awareness, concern, and active participation by parents of the educational advancements of their children. Such involvement must be highly personal between parent-and-child and parent-school-and-child, with appropriate understanding, support, encouragement, and reinforcement of the pupil demonstrated by the parents. This is a large and virtually untapped resource which the schools should explore, for they would find it to be most rewarding in continuing to increase the pupils' educational progress.

C. It is imperative that each school, and the District as a whole, clearly evaluate the options which are available, and then make a firm decision as to the priority that will be given to programs of pupil remediation. The extent of involvement, emphasis, and concern that should be shown by the school to each program must be clearly established. How the remedial programs are then to interact within the total school process should be determined. Each school must address itself to the question: "Of what value and significance could effective programs of pupil remediation be for our community?" And, "How much is this worth?" Once these questions are answered and their priority given the appropriate teachers should be hired, with adequate time, a proper

place, financial support, training, consultation, and evaluation provided. If the priority is low, which has not appeared unusual, or if the priority for such programs is high, appropriate programs ought to be developed. The difficulty is that few schools have ever addressed themselves seriously to these questions. Remedial programs, being essential not only to the pupils involved but to society as well, cannot achieve progressive improvement unless they are given immediate priority.

D. It appears unreasonable that all project proposals require to be so thoroughly rewritten each year. Systematic simplification, order, and effort from too many people was involved in replicating next year's programs from the previous year's proposals. A five-page form, standardized for all programs, could outline the necessary information. In addition to this, a skilled proposal writer should be employed to specifically prepare these proposals, thus alleviating the principals of this unnecessary and clerical task. More effective programs necessitate better written proposals.

E. There exists an evident need for more uniformity and consistency among all programs in the procedures of testing and data collection. Accurate evaluation is dependent upon reliable statistics, and unless these measurements are made little improvement by the projects is possible. The wide variety of testing instruments, forms, questionnaires, and methods of collecting data should be corrected, made systematic, and consistent throughout Maui District. More valid contrasts and comparisons among the programs would then be possible, helping to identify which procedures, teaching machines, instructional models, behavioral approaches, etc. were the most successful and appropriate

for each type of project. The total effort of all Title I programs, if systematically organized, would yield a far greater service than is contributed by the sum of their parts.

F. The level of priority, given to research, evaluation, and consultation to Title I programs in Maui District is insufficient and lacking. While considerable financial support is offered to the twelve projects, relatively little is given for their appraisal and guidance. It appears to be assumed that twelve or thirteen semi-successful projects are more valuable than eleven highly effective programs. The question, again, is one of deciding what priority should be placed upon the significance of the outcome.

PRINCIPALS AND TEACHERS OF PARTICIPATING SCHOOLS

SCHOOL	PRINCIPAL	TEACHER
Haiku	Tetsuo Kanemitsu	Mrs. Pat Maielua
Hana	Wallace Fujii	Mrs. Gwen Adams
Iao	Roy Hirose	Kenneth Nomura
Kaunakakai	Edward Kashiwamura	Miss Susan Kawakami
Kihei	Masami Yamato	Mrs. Merle Sado
Kilohana	Ron Kula	Miss Leslie Aina Weight Phillip Iha - Counselor-Teacher
Kula	Kunio Kobayashi	Mrs. Monica Willey
Lanai	Howard Sakamoto	Miss Sharon Higa
Paia	Osamu Kawakami	Mrs. Sandra Wainui
Puunene	Masami Hironaka	Miss Sharon Nogami
Waihee	Donald Shishido	Miss Rene Oishi
Wailuku	Susumu Matoi	Mrs. Martha Fukunaga

SCHOOL & ACHIEVEMENT TEST DISTRIBUTION BY GRADE

GRADE	SCHOOLS	TEST
1	Haiku	Wide Range Achievement Test - Reading
	Kaunakakai	Wide Range Achievement Test - Reading
2	Haiku	Wide Range Achievement Test - Reading
	Kaunakakai	Wide Range Achievement Test - Reading
3	Haiku	Wide Range Achievement Test - Reading
	Kaunakakai	Wide Range Achievement Test - Reading
	Paia	California Achievement Test
	Wailuku	California Achievement Test
4-6	Haiku	Wide Range Achievement Test - Reading & Peabody Picture Vocabulary Test
	Kaunakakai	Wide Range Achievement Test - Reading & Spelling
	Waihee	Wide Range Achievement Test - Reading & Spelling
	Kihei	California Achievement Test
	Paia	California Achievement Test
	Wailuku*	California Achievement Test
	Kilohana	Peabody Picture Vocabulary Test

*Grade 4 only

Appendix C

TESTS USED TO DETERMINE PERCENT OF PUPILS MEETING OR SURPASSING PREVIOUS RATE OF LEARNING

1. Haiku - Gates-McGinite

2. Iao - Peabody Individual Achievement Test

3. Kaunakakai - Wide Range Achievement Test

4. Kihei - California Achievement Test

5. Kilohana - Stanford Diagnostic Reading Test
   Grades 1 & 2 could not be included because Grade 1 scores were not in grade level and in Grade 2 there was only 1 score so no percentage could be computed.

6. Kula - Grade 1-3 - Stanford Early School Achievement - Total Test
   Grade 3-4 - Stanford Early School Achievement - Word Meaning Only
   Grade 3 - Stanford Achievement Test - Primary I
   Grade 4 - Stanford Achievement Test - Primary II

7. Paia - California Achievement Test

8. Waihee - Gates-McGinite